Childhood Education

Impression and Expression

December 1960

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For Those Concerned with Children 2-12

To Stimulate Thinking Rather Than Advocate Fixed Practices

Childhood Education

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By MILDRED ALEXANDRA M. LANDIS

Creativity—A Precious Possession

CREATIVITY IS THE BASIS OF ALL PRODUCTIVE HUMAN ACTIVITY AND ITS development is of first importance in education.

Too often "creativity" is considered synonymous with the "fine arts"; instead it should be a point of view which permeates all learning.

The fine arts may justly claim the distinction of persistently recognizing and fostering creativity. This may be due to an advantage in the fine arts, particularly the contemplative arts, over other educational pursuits, such as science and technology. The painter, the sculptor, the designer, the dancer, the poet or the composer, be he five or fifty, may form the raw materials of his craft into a new creation. In so doing, he is relatively less limited by historical data, fact or technical detail than the scientist or technologist.

This does not mean that the artist observes no discipline and the scientist and the technician do. To be creative, all three—the artist, the scientist and the technician—experience a framework of limitations and advantages of the material, form and content of the particular task at hand.

It would be difficult to say if the difference between creativity in the arts and creativity in the sciences is one of degree or of kind. Actually

(Continued on next page)

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According to the aborigines of Australia, a thread of smoke rising from a fire announces the birth of a child. It is this legend which inspired LAURA HOOPER, ACEI program coordinator, to write the following lines:

A thread of silver smoke
Ascending to the sky
Proclaims a child is born.
And now as ever through all time
New hope is born
For Peace on Earth
Good will to all Mankind.

it is not important to determine which it is. *What is important is that children in their earliest curiosity be encouraged to explore, discover, form, invent.*

Painting, music, dramatic play, dancing, independent writing seem to give the beginning learner a more direct or immediate personal satisfaction necessary to the continuance of creative effort than do so-called scientific pursuits. But, even within the arts, some activities give a reward sooner than others. Painting, for example, may give a young child creative satisfaction long before he is able to use words effectively. Yet the professional painter knows well the tremendous effort and skill necessary to perfect his art in order to have continuing satisfaction in creativity both for himself and for others.

Mathematics may offer the young child creative opportunity and satisfaction; but because there is so much factual and technical material to be learned the creative aspect, if it ever develops, often is preceded by considerable laborious effort. In the art field we know that, more often than not, insistence on technical detail in the beginning learning period erases any hope of developing creativity later on.

It is necessary to learn facts in every field of endeavor but *creativity must be learned too.* When facts and technical rules obliterate creativity they are without meaning, barren, unproductive. When an attempt at creativity is made and the elements pertinent to the task taken too lightly or ignored, creativity does not take place.

Whatever the pursuit—artistic or technical—the young child should be provided with satisfying creative challenge. To do so is not to decrease in any way the body of knowledge he must acquire to become an adult. Instead it should enable him to integrate his knowledge for significant and useful purposes.

The habit of thinking and working creatively, drawing inferences, solving problems, seeing relationships, forming, constructing, inventing, belongs to art and science alike. We honor the great original creators in art, science and technology; but we sometimes forget that the essential ingredient of their greatness is their creative ability—a precious possession.

Children have an affinity for creative effort, but this affinity is a tender thing. It is fostered or it dies.

In early childhood and all along, in fact, there must be a reasonable degree of success for creative effort. The young child may be pleased with the "airplane" he has made by fastening two pieces of wood together. This is success at his level, but it may not be so for the older child who demands more of himself. True creativity discovers and learns the necessary disciplines, and the wise teacher guides the way to discovery rather than to the solution.

Mildred Alexandra M. Landis is professor of education, University of Miami, Coral Gables, Florida.

By ALMA GLOECKLER

Something Familiar and Something New

An environment permeated with inter-personal trust and with something familiar and something new kindles children's imagination so that they express themselves. First, the impression and then the expression. What happens if expression is expected without an environment filled with impressions?

SPONTANEITY IS NATURAL AMONG INDIviduals in groups where there is poise and assurance. When children and adults are poised and assured, a sense of expectancy can develop and give rise to imaginative expression. This quality of expectancy can be nurtured. How?

Something Familiar

Few of us can be poised in an unfamiliar setting or in an unexpected set of circumstances. Children are no different. Poise is the feeling of "at-homeness-in-the-situation." Poise develops with a sense of assurance. Poise readies individuals for the elements of chance. Each one of us knows situations in which we are and can remain poised. Each one of us knows the circumstances in which we seem to become awkward in the realization that we are ineffectual. Work which calls for imaginative effort cannot get under way without this sense of poise. Poise does not develop without support that comes from the intermingling and interchange of people who have some common understandings. Common understandings build up a world of the familiar and the predictable. These common understandings grow as experiences are shared.

How does the child gather a repertoire of the familiar? The child explores the immediate and available world around him. He familiarizes himself with it in a variety of ways. Curiosity leads him on to notice particulars. Mimicry in dramatic play becomes a way of imagining how it feels to be a "policeman," a "car" or a "jet." With a swashbuckling belt the child transforms himself into a bold and daring pirate. Human feelings challenge his imagination and attention—a child identifies easily with the feelings expressed by others. If he is not governed by fear, spontaneity and integrity of expression are likely to develop. Formulations of his perceptions are made. But only by formulating what he does perceive can the child learn his way around in the world of his culture. With his formulations he seeks to probe the perceptions of adults. Their answers to him, their corrections or attitudes toward what he says, "cue him in" as to the accuracy, the acceptability or the discrepancies of his own formulations. These become his "social realities."

Beyond Poise and Spontaneity

We are aware that poise, spontaneity and integrity alone do not insure imaginative expression or spontaneous productivity. We know that inter-personal trust alone cannot nurture a feeling of assurance. But without them, expression flounders or becomes diffused. What

Student teachers Margo Rathje and Marilyn Buss are saying: "Now, if we hung this into that space over there we would . . . or would we get the feel of balance in . . . and . . . ? Will this finger painting give the background effect of water that we want if we set it up toward the light . . . and . . . ?" And in the search for an expression of and an understanding of an experience, an idea emerges.

Top 3 photos courtesy of Wittenberg Univ., Springfield, Ohio

A woolen sock, a paper bag, a covered balloon, an old sheet, yarn, crayons or paint, remnants of cloth are the makings of quickly assembled puppets. Made in an educational arts and crafts class.

Paper bag puppet made by a student teacher

"The class was finding out where bricks came from as part of their social studies work. In the course of this study we saw pictures of steam shovels digging the clay that would be used for the bricks.

"During reading times, the children who had finished their work were given a chance to use the scrap materials box to make anything that they wanted to make.

"One boy went right to work on making this steam shovel. He was the kind of child no one paid much attention to, and he played by himself. Before long, however, he had quite an appreciative audience. Everyone was proud of the steam shovel and the boy who had made it. They delightedly showed it to every visitor.

"This experience may not have made him an artist but I feel it did, even if in a small way, make him a contributing and effective member among his compeers."—Sue Confer, *Third-Grade Teacher, Bushnell School, Springfield, Ohio.*

Photo courtesy of Bushnell School, Springfield, Ohio

more are we seeking? We have implied that there can be little truly spontaneous expression when a classroom group finds itself trying to produce art work on an unfamiliar topic; when pre-designed results are expected, children resort to copy work. The class and the teacher then need to become satisfied with the "creative" work that results from rearranging or reorganizing whole fragments of portrayed and copied pictures found in encyclopedias and other reference books. However, if children are encouraged to continue painting, formulating or expressing that which they *understand well*, that which they *want to demonstrate*, that which they *want to describe* or that which they *have come to feel*, they can then be spontaneously productive. And in this productive expression there is the potentiality of something created beyond the familiar or the pre-designed. When creative expressions develop, new experiences emerge among the group. As they live with these emerging experiences, the group becomes ready for the new.

Something New

Few of us can be poised in an unfamiliar setting without some "handles" to it. When the "new" kindles active imagination, that imagination creates "handles." A perception is in the forming. This act of perceiving may be exploratory. "How does it work?" "What is it for?" "Let me try it!" "Let me try *that* too!" "I wonder what would happen if . . ." "Let's try to . . . and see if . . .!" "Can we go to . . . and ask them about . . .?" Such spontaneous imaginary exchanges in exploration, into possible (or expected) outcomes, can become parts of teacher-pupil "handles" that lead into decisions about . . . "If we . . . then . . ." "What do we want to try out first?" These spontaneous, imaginary explorations have in them the elements of "if-then" propositions. They can develop hypotheses ready for testing. *Children learn in the act of organizing their thinking responses. They are teachable, open to suggestion or help when they are in the act of organizing their thinking.* The organization of their thinking may be anticipatory. This anticipatory organization may be directly tested by them. A new color, a new art media, new tools, a box of collected objects may be tested. All of these may be tested as to their characteristics, their possible functions or uses. They may be tested as to their chemical reactions, their behavior in relation to a magnet, their part in a magnetic field. Their uses may be tested in the creation of a composition. These tests may be observed, recorded, analyzed and formalized. The results of these tests become part of the repertoire of experiences ready upon call for various uses. They become a part of the growing world of the familiar. On the other hand, a box of remnants in various textures and materials or a plaster of Paris mold made in wet sand are samples of "something new." A teacher contributes these for the forming of individual "handles" into the world of textural experiences. The "feel" registered at finger-tips contributes to enrich the child's world of things. Children become increasingly at home and familiar with their surroundings but, more, they are becoming also ready for such individually selective choices and new formulations as may be emerging among themselves. As such their "tolerance" for the unexpected chance elements can develop. They become less afraid of the "new." If in developing poise the child has a growing repertoire of remembered accomplishments, presently demonstrable and useful, he will be ready to choose with independence, with sharpened focus and with heightened attention such possibilities as this "something new" holds for him.

Alma Gloeckler is from the Education Department, Wittenberg University, Springfield, Ohio.

By LELAND B. JACOBS

More Than Words

To make an editorial comment is to mar this article. Read and understand why.

LITERATURE FOR CHILDREN IS MORE than words, more than reading matter, though it is made up of words and becomes reading matter which is unique, original. It is more than language signs and signals, though it uses the common language of a people and it cues the reader, the receiver of the written language, to its intent and content. Literature is a way of coming at life through impression and expression in prose and poetry. It is a special way of focusing experiences and relationships with words, wherein the focusing and form-making of the stuff of experience or of the quality of human relationships is the distinctive, the unique achievement. Literature is a way of querying life, of ordering the components of existence in such a manner that that which might be mundane, ordinary or menial is, instead, illuminating, engrossing and extraordinary.

If what has just been written sounds somewhat mystical and evanescent, there is a sense in which the literary experience is just that. A writer writes only partially knowing what he has accomplished, for the reader must take up where the writer left off and make of the writing—the author's focusing and ordering—what he can. Somehow the author and the reader must get together, and the bond between the two which sends the reader on from page to page or stanza to stanza is much stronger than the mere demonstrable turning of the pages suggests. It is a bond made of the meeting of two kindred spirits through the medium of print.

A Bond of Two Kindred Spirits

Literature for children is more than words, though words are the tools of both the author and the reader. Words are the sharp tools with which the author fashions and orders the images, moods, events and characters which form his writing. Words are also the trusty tools with which the reader works to find his way into the feeling and form which the writer has written into the images, characters, events and moods which are of his creation. But in the literary experience, the words sink back into the page of print; as words they

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seem almost to disappear and what they symbolize, rather than their own entities, comes off the page and lives in the imagination of the reader as once they lived in the imagination of the writer.

That the imagination of the writer and the imagination of his young reader are not alike is not necessarily an impairment of the bond between the two. The bond is not formed through the identical but rather through identification. The reader must feel receptive to the author's ordering of life through the imaginative elements in the writing. However, in his response, his identification with the writing, the reader will not duplicate the writer's perceptions. The reader brings his own imagination to bear upon the printed symbols and lives in the enterprise as his own perceptions dictate. The meeting of the writer and the reader, through words, is a meeting on the level of esthetic feeling for what to both of them seems reasonable and fit and beautiful concerning life.

Reasonable and Fit and Beautiful

Literature for children is more than words, though words are the vehicle in which the writer makes his way to his product, to the fulfillment of his dreams and drives. Words give the writer's perceptions of life and living their momentum and melody, their vitality and verisimilitude. Words convey to the reader this movement and cadence and reality and truth-to-life on the printed page. Thus words are the carriers of the message between the author and the reader, but they are not the larger meaning. The larger meaning is more than words. It is written and read between the lines.

Each Must Go Alone

In the literary experience, the reader expects the writer to go ahead of him, to prepare the way, and to do so so skillfully that he can make his way to where the author has been. Yet each must go alone. The reader cannot—nor does he expect to—make his way through the paragraphs or stanzas in the manner in which the writer did. The reader must make his way through the trails of print which the author has blazed. He knows that, if ever, he will only catch up with the writer at the end of the trail. But throughout the going the reader senses that, in spirit, the writer is with him. The reader expects the writer to guide him in his pursuit of meanings and feelings, which he could not otherwise experience had not the writer set the trail and cleared the path and made the going memorable.

Literature is more than words, for though the words are the pegs upon which the literary production is hung, all the words written by the author cannot be held exactly in the reader's memory. The writer, in order to develop his mood and meaning, necessarily employs many more words than the reader (or the writer for that matter) can immediately recall. What the reader considers the big ideas, the pivotal meanings, constitutes what he keeps in mind as he continues to read. He does not even try to hold onto all the words that the writer has employed. Instead, the reader makes of the words such sequences or series of meanings as seem urgent and sensible for him to move ahead, comprehending meaningfully. He lets the words construct time, place, scene or situation—or whatever it is that the writer is developing—and it is these vivid constructs that the reader clings to that he may go ahead with the author with confidence. To the extent that time, place,

situation, mood or character are made arresting and vivid through words, they can serve to aid the reader. By their precision and fitness, they help the reader to hold in the foreground of his mind the ingredients of the prose or poetry that are essential to the central thought, the total meaning of the author's work.

Moment of Greatness

The literary experience, then, is one that is generated by the writer and steered by the reader. The illumination which comes from a thoroughly exhilarating experience with a piece of literature is sparked by the writer, but the flame is in the reader. Both are essential; each is dependent on the other; each cherishes the other. One way of looking at the literary experience is that both the writer and the reader, from their particular, separate vantage points, give a literary work its chance at greatness. When they are bound together in full communion, the literary work has its moment of greatness as a reading experience.

Yes, literature for children is more than words, though there would be no prose or poetry without words. Without words—the right words for the right place—the writer is bereft. With the wrong words, the writer flounders. With words that do his bidding, that express the feeling, the querying of life, the ordering of the components of existence which he hopes to express, the writer is satisfied, is fulfilled. Now, with integrity, he can approach the reader with what he has to offer. Now he can lead the reader to believe with him what, out of his imagination, he has created. Through the focusing of his impressions and feelings, through the forming of these impressions and feelings into some order that is uniquely his own, in effect the writer says to the reader through his words: Believe with me. Lose yourself with me. Set aside distractions. Divorce yourself from the actualities of existence for the realities of the life of the imagination. Believe with me. Lose yourself with me. Let us abstract the essence of experience, the essence of relationships. I have found the words to take us beyond words.

What Reader Finds Beyond Words

And what does the child reader find beyond the words in his literature? He finds adventure, mystery, nonsense, biography, fancy. He lives in times, places and family patterns he has never known. He perceives moods of nature, moments of love, celebrations of accomplishments which heighten his rejoicing and awareness in living. He walks with kings; he talks with animals. He fights for freedom, takes journeys into outer space, overcomes prejudices and conquers fears. Beyond the words the reader finds magic and make-believe, human enterprises and undertakings, hopes and dreams and foibles and frolics. Here, through literature, the reader responds to the confirmation and extension of his experiences and his relationships; to a natural and a man-made world; to questings and achievements in growing and in growing up.

The child, thus, gains stature as a reader—a sensitive, critical, perceptive reader, a reader appreciative of words and their ways in the literary experience. Such a child develops into a mature reader. Through his many contacts with writers who use words with discrimination and taste, the child becomes a real reader, whose early bonds with them prepare him for a lifetime of seeking writers' company in the wisdom and wonder and joy—in and beyond words—of books and of the literary experience.

By ESTHER B. STARKS

Dramatic Play

By observing a child during dramatic play, understanding adults can learn about his social and emotional development, interests, concepts and informational background. Values of dramatic play for young and older children are pointed out by Esther B. Starks, assistant professor, College of Education, Ohio University, Athens.

DRAMATIC PLAY IS A "NATURAL" WITH children; actually the two seem to be synonymous. It is a normal activity of the young—the unrehearsed, spontaneous re-enacting of some experience (real or imaginary) in which a child may be a cat, a train, a mother, a baby, a fireman, a spaceman, an Indian, with the appropriate sounds and with fairly recognizable accompanying actions. Usually the impersonations are closely related to well-known people or things, and the child "becomes" that character for varying lengths of time . . . two minutes, three hours, a week. Although such behavior may be a nuisance to adults in the home or a hindrance to the teacher whose curriculum does not provide for ponies on the day that Tom wants to be one, *many important things about the child—social development, emotional development, interests, informational background and concepts—may be learned.*

True dramatic play is creative, original and impromptu. *Through this play, children give voice to and enact their feelings, their wishes, their understandings. Through this re-enactment children learn and gain security and confidence in their world.* Sometimes the play indicates a child's confusion or misinterpretation of facts. Sometimes it allows a constructive release of physical energy or of emo-

Daddy serves.
"Here's the hot soup!"

Photos courtesy of Univ. Elem. School, Ohio Univ., Athens

tional tension. Sometimes it is doubtful whether such release is actually constructive, as it may lead instead to overstimulation or even to physical danger, if not to fixing ideas which may be antisocial or harmful more firmly in the child's mind. Sometimes when these learnings are questionable the guidance of an understanding adult is needed.

For All Ages

Dramatic play can be a valuable part of the school curriculum for all ages—from the preschool children who imitate familiar home and neighborhood activities to the elementary school children whose class projects often start with informal dramatizations of the roles of storekeeper or banker. Children who are filled with research in history frequently pretend that they are pioneers; then through this dramatic play comes the realization that more facts are needed and, with a more mature desire for perfection, they formalize the experiences into a creative dramatic production which is far beyond the realm of the initial informal dramatic play.

• A group of fourth-graders was studying about the life of the early settlers in their Pennsylvania community. As in many other areas, there was a wealth of material recalled by families and relatives as well as tangible objects which were relics of the early days. Although some of the fragile objects were added to a display "not to be handled," others piqued the curiosities of the twentieth-century children. As benches, old books, cradles, iron cooking utensils, pewter plates, wooden bowls and candle molds arrived, the children set up a corner of the room where they could try them out, pretending they lived in the olden days. Facts gathered from research in books and through conversations with older members of the community were incorporated in the dramatic play, and through these experiences the children came to appreciate their heritage. Later the desire to organize and shape these into something to be shared with others led them to write their own dramatic productions to be performed for parents and friends.

Harriet Johnson has said, "Dramatic play is the child's way of organizing experience." [1] Through it he arranges facts and observations into a sequence meaningful to him. If that arrangement seems

[1] Harriet Johnson, *School Begins at Two* (New Republic, Inc., 1936), p. 110.

incorrect to an adult, at least it furnishes concrete evidence of where clarification is needed. Also, through observation of children engaged in dramatic play the adult can see many things appearing: possible fears and even possible attempts to master these fears (as *being* the big dog and chasing children or other dogs); attempts to organize and comprehend various facets of everyday living (as Daddy's going to work, Mother's role at home, a doctor's protective attendance, firemen and policemen engaged in activities other than chasing "bad men"); relationships with family members (loving care of baby or possible twinges of jealousy toward siblings, cooperative living within the family unit, dependence upon parents). Frequently these and other attitudes are reflected in children's free play.

• At each side of the low square table sat a five-year-old girl. On Kathy's head was laid a small red napkin. In back of Jane stood Bonnie running a small wooden rolling pin (in lieu of comb or brush) up and down over Jane's long hair. Anne came to the table with two cylinders from the block corner inquiring, "Would either of you ladies like a coke to drink while you are waiting for your permanents to get finished?" Jane and Kathy each took one and Jane added—"I'll have a manicure, too, while I wait."

• Donna was busy in the doll corner ironing. Suddenly she stopped, reached for the phone and said, "Hello! Oh, Margie, how nice of you! I'd *love* to come. But I have a *big* ironing to do, the baby's sick, and I have to get dinner for the men. They'll be here any time now." After hanging up the receiver, she went to the doll's bed, carefully tucked in the "baby," felt its head, rushed to the phone and said, "Doctor, doctor! The baby's worse. Come right over!" In no time "Doctor" Bob arrived, looked at the doll, pulled a bottle out of his satchel and said, "She'll be O.K. tomorrow. Give her one of these pills. But to be sure of it I'll give her a 'noculation too. Hold her still."

Expression: Action and Words

Dramatic play is a means of expression both with and without words. It does encourage language skills—in the young child, through social contacts with others

"Hold the line and I'll call her. She's dressing the baby."

who use a similar basic vocabulary of everyday familiar terms as well as a gradual sprinkling of new ones; in the older child, through varied experiences which encourage extension and enrichment of vocabulary as well as the skill of expressing ideas and meanings with clarity. Certainly dramatic play aids social contacts and relationships, due largely to its informal nature. "Being another person" enables the shy, self-conscious child to shed his own personality and assume other roles. In the same way, the aggressive child may experience being a baby or being one who is told what to do—a role which may help him appreciate another viewpoint as nothing else would. There is a place for the purely imaginative, the fantastic (provided it is known to be just that and is not too confused with reality), and the delightfully individualistic rearrangement of everyday occurrences.

Housekeeping routines, beauty parlor experiences, visits to doctors and illnesses at home, train trips, shopping excursions, vacation fun, firemen, cowboys, puppies and kittens, farm activities, air pilots, spacemen, pioneers, skindivers—the list of dramatic play interests is endless. Why, even breakfast can be composed of chocolate ice cream and pie with no harm to anyone!

• In the out-of-door kindergarten Susan and Millie ran about on tip-toe, waving their arms as wings and calling, "Peep-peep-peep." A few minutes later they were busy piling the grass which had accumulated from a recent mowing into a thick, circular shape under a spreading tree in one corner of the yard. Very soon three large stones were added and Susan promptly "sat on the nest." As other children became interested, Peter brought her "worms" and later Don took a turn on the nest while Susan flew off to climb the jungle-gym. As this play was returned to on successive days, new experiences evolved—a "hawk" frightening the mother bird, various birds driving the hawk away, baby birds hatching (with the nest enlarged to hold two or three children who became babies), and later baby birds being fed and making weak attempts to fly from the nest. Although Susan remained the dominant factor, the dramatic play involved most of the children (at least for short periods of time) and furnished much rich discussion as information about nests and baby birds was added by various individuals.

• Seven-year-old Jock stood in back of a table on which were arranged empty cartons, bottles and boxes. He was busy ringing up sales on a toy cash register he had brought from home. "That'll be 79 cents," he said. Bill objected. "How do you know? That's too much for eggs." "My mom said so!" For several days playing store had gone on in a corner of the classroom, before school and during free periods. Little by little the supplies increased as the children brought empty containers from home. Although Jock was usually the storekeeper (it had been his idea and he had done most of the initial work) the fun was catching, and many others wanted their turns.

"Why don't we build a better store," asked Jock, "and maybe we can sell real stuff—pencils, paper, maybe gum or cokes or apples and things?" Enthusiastically the children and their teacher laid plans for a group activity which started from spontaneous dramatic play and extended it, through careful planning and organization, into a valuable group project. Cooperative endeavors and learnings in arithmetic and economics became real and vital to this second-grade group; in time the roles of manager, storekeeper, delivery man and clerk became serious jobs.

Guidance, Not Interference

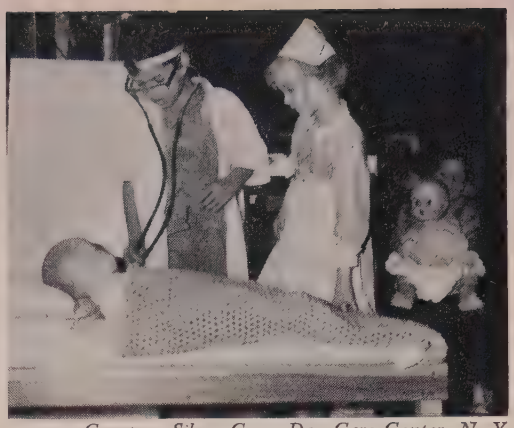
Not only does the adult need to be aware of what is emerging and is fully evident—he also needs to gain an understanding of what is happening while it is taking place. Is there development in this play or is it merely a repetitive experience? Although frequently some repetition has value, especially when children's attitudes or emotions are developing, repetition can indicate stagnation, lack of challenge and need for stimulation or information. It is here that the teacher's

guidance should further constructive activity through wise leading questions, informative discussions or excursions, or even brief adult participation in order to encourage and express interest. *Adult interest in the child's play can do much to spur its quality and open new channels to enrich and extend it!* But—adults *can* interfere too much and shift the emphasis from child initiative and creativity.

Frequently when dramatic play depends too closely on props and is purely repetitive, imitative action, it deteriorates and lacks any constructive value. An example of this is the racing, "bang-bang" type of play (often with holster and cowboy hat) aping the shoot-'em-up programs—hardly a challenge to the creative abilities of active young minds. *True dramatic play is creative and in it each participant is challenged as he re-creates some impression or experience according to his own interpretation and embroiders it as he goes along—spontaneously, informally, unrehearsed.*

Simple, adaptable props are, however, aids in furthering dramatic play, but these should be merely suggestive. Blocks, for example, can be used in an endless variety of ways—constructions ranging from city offices to farm buildings, from roads to rivers. Low screens which can be moved and rearranged are more challenging than a permanently constructed house or store. Various lengths and types of material or scarfs can be tied around shoulders as capes or around waists as skirts or aprons or party clothes. A few dolls, furniture and dishes for a housekeeping corner, open shelves, planks or large blocks (which children can convert into a store, a post office or a bus station) serve as challenges to originality.

As children become more mature, they can form a puppet stage where stocking or paper-bag puppets perform impromptu plays. Later they can be the rough setting for playing pioneers or for dramatizing the latest satellite launching. Only when the play becomes loaded with obvious attempts to perfect lines, memorize parts, and practice performances—so that the emphasis is on production and staging for the enjoyment of an audience—does it need to cross out of the realm of dramatic play into that of dramatics. Yet—many creative productions begin with true dramatic play.



Courtesy Silver Cross Day Care Center, N. Y.

"She's improving."

Dramatic play has much to offer in providing opportunities for the rich development of children. It is important for the wise teacher and the intelligent parent to encourage and observe this normal play of children and to use these activities as a key for guiding children into the balanced, mature personalities which they hope will emerge.

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By MAREE MURLIN

"Let Yourself Go!"

SHALL WE SING? CERTAINLY! LET'S SING, sing, sing—fun songs, art songs, church songs, folk songs,[1] all kinds of songs! To let forth in song is one of the most important means of self-expression, of releasing one's feelings and tensions. Because of the many interesting and fascinating facets involved, music provides many opportunities for discovering and developing individual potentialities in children. The environment at home and at school will determine, to a great degree, the possibilities for freeing these potentialities. Children are eager to participate, explore and experiment. It is through these avenues that children grow and gain self-confidence. The creative teacher is alert at all times to provide ample opportunities for many enriching experiences.

Shall we dance? Certainly! One of the important facets of music for children is expressing themselves through bodily movement. For young children, "to dance" means to listen to the music and "let yourself go." With encouragement from the teacher, children learn to use their arms, their legs, their whole body in rhythm to the music.

[1] *Songs Children Like—Folk Songs from Many Lands*, ACEI bulletin (Washington, D. C.: The Association, 3615 Wisconsin Avenue, N.W.), 48p., 75¢.

". . . to feel the rhythm"

Courtesy Wisc. State College Campus Elem. School, Milwaukee

Maree Murlin is special assistant in music education, Kansas City Public Schools, Mo.

Music appeals to children in many different ways. Some may hear and hum the melody; some may hear and respond to the rhythm; others may enjoy the contrast in dynamics; while still others may be enthralled by their own rhythm or dance which their imagination creates.

Shall we listen to music? Certainly! But we do not think of listening as an isolated activity. Listening permeates everything about us. Listening is one thing but *attentive* listening is still another. Children may listen passively for the beauty, love and enjoyment of the music; or they may listen actively by doing something with the music or discovering something about the music.

To listen means to think, to imagine, to discriminate, to identify and yet enjoy what is being heard while exploring, expanding and developing one's knowledge of what music means to oneself.

Toy and Melody Instruments

Teachers and children enjoy planning together. Let's just suppose that today the second-graders have chosen as their activity the playing of toy instruments. A few suggestions from the teacher will impress upon the children that the instruments are to be played musically, as the music suggests. Through the introduction to the instruments the children try out and test them for tone and sound effects and discover that they can group the instruments into three families. The sticks and wood blocks, as family one, make a medium sound—neither loud, extremely high nor low. The triangles, nails and finger cymbals become family two, making a high, tinkling, melodic sound when played musically. For the third family, they group together the heavier, louder sound effect instruments: cymbals, tone blocks, tambourines, maracas.[2] Now—they are ready to listen to the music. For this activity they use "The Hurdy-Gurdy Man" from *Kaleidoscope*, by Gooseus (RCA Victor Listening Activity, Vol. II) with instruments quiet and eyes closed. The children are asked to listen for any place in the music where their family could play and fit into the music. They listen to the entire composition. Already Billy's hands and Betty's head are moving. Johnny's instrument almost plays. They are anxious to participate. The fragments of music are short, and it requires attentive listening and concentrated thinking to come in on their part only and to be ready for the next time it appears. The music is played again. With eyes closed they listen again, but this time they raise their hands when they hear their segment. Smiles appear and they are ready to play—now.

"Are we ready to play?" In chorus, "Ye-e-es!" So we start. They play, listening carefully the first time through the music. Immediately comes the cry, "Let's do it again!" At this time they discuss parts that need improvement and they play again. From the overall reaction, the children are thrilled with the way they make their instruments sound almost like the music.

Rhythmic Activities

There are many different ways for children to participate in rhythmic activities. They should be given ample opportunities to skip, gallop, run, tiptoe—and to feel the rhythm through expressive bodily movement, in rhythm to the music.

Rhythms may be directed, imitative or creative. In the album, *Rhythm Time Records*, by Elizabeth Sehon and Emma

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[2] *Creating with Materials for Work and Play Portfolio* (Washington, D. C.: ACEI, 3615 Wisconsin Ave., N.W.), 12 leaflets, 75¢.

Lou O'Brien, one finds "Hanging Up the Clothes" and "Feeding the Chickens." These are exciting rhythms and children love them. They not only require attentive listening and active participation but also the children's own creative motions —and, besides, it is fun.

Children are imaginative and are interested in playground activities. They may be asked to picture themselves in their own back yard, on the school playground, or in a park play area. With eyes closed the teacher suggests, "Can you see all the interesting things to play on or play with? Maybe you're going to act like you are on your favorite playtime equipment. Which one will you choose? Or, maybe you'll need something on your feet or in your hands. Show us while the music plays—we'll see if we can guess what you are doing. *Listen* first to the music so you can feel the rhythm through your whole body. Are you ready? When you feel like it, you may want to begin."

It is most interesting and amazing to see the variety of equipment, much of which can be identified immediately. Now with eyes open the music is played again while half the room performs and the other half identifies. This is continued until each child has had an opportunity to contribute. It is a great moment when one cannot be identified and is asked to tell his secret. There could be swings, merry-go-rounds, slides, swimmers, roller-skaters and many others.

We can see from these activities that it not only involves rhythm but listening and creativity.

Many Phases of Creativity

There are many phases of creativity. It may be adding words to a familiar melody or making a melody to familiar or original words. It may be through rhythm, through the use of toy or melody instruments or through suggestions of interest from the group.

The following activity came from a discussion and showing of the children's pets. About the same time as the pet show occurred, the school TV science program took place. Quite an interest was created with two mice, "Inky" and "Pinky." One group gave an assembly for other groups presenting their original songs and puppet show about Inky and Pinky, showing their diets and their different existence. Fiction, fact and fun entered into the production.

Teachers [3]—all of us—need inspiration, imagination and courage; we need to try out and test for ourselves in order to lead children through these many facets of music—so "let yourself go" and make the coming season a happy, interesting and successful one for everyone concerned—and sing, sing, sing!

[3] *Music for Children's Living*, ACEI bulletin (Washington, D. C.: The Association, 3615 Wisconsin Avenue, N.W.), 48p., 75¢.

DURING THE CHRISTMAS SEASON TAKE THESE EXTRA PRECAUTIONS: *Keep your Christmas tree in water.* It will stay greener longer and therefore more fireproof . . . *Never have any candles on or near the tree.* Candles must be far enough from pine branches, curtains and other flammable objects so there will be no chance of a fire . . . *Put candles and lights out when you leave the house even if you will be gone "just a minute." . . . Keep all matches in hard-to-open containers out of the reach of children . . . Check all electric cords on decorations and discard any that are frayed and worn before a short circuit develops.* If you buy any electric lighting sets, make sure they bear the UL (Underwriters' Laboratories, Inc.) label . . . *Use nonflammable material (metal, glass, asbestos, etc.) for Christmas decorations whenever possible. . . . Don't use electric lighting sets on metallic Christmas trees.* Use off-the-tree spot or flood lights instead. A voltage leakage from faulty tree lights or wiring on a metallic tree can result in a death-dealing jolt or a severe burn if touched by someone under certain conditions.—From "Are You Your Brother's Keeper?" *Home Safety Review* (Winter 1960 Issue). Reprinted by permission of National Safety Council, Chicago, Ill.

Courtesy Glenridge School, Clayton, Mo.

By ERVIN NEPHEW

Appreciation of Other Cultures

Ervin Nephew, director of education, Richland School District, Shafter, California, describes stages which can become a guide for helping children toward the ultimate goal of appreciation of other cultures.

COURSES OF STUDY THROUGHOUT THE country emphasize the teaching of "appreciation" as one of the major goals of a well-balanced social studies program.

Let us take a critical look at how "appreciation" can be taught. We first need to ask these questions: Is "appreciation" the same as "understanding"? Will the acquisition of an adequate number of facts insure that appreciation will result? For example, does a sixth-grade child appreciate a culture widely different from his own if he merely learns a great number of facts about that culture? Or is appreciation the final result of a series of carefully planned and sequential steps in the learning process? Although progress "up the ladder" is not a formal sequential process, it does represent the general continuum along which an individual might normally be expected to move from "no knowledge" to "appreciation." It is presented knowing that some of these stages are sometimes skipped in practice. Other times an individual regresses and later progresses far beyond the point from which he regressed. Some stages may also overlap. If teachers are aware of these possible stages they will also help to make learning conditions such that there will be gradual progress toward the goal of appreciation. It is in this spirit that I describe these stages.

(Continued on next page)

10. appreciation without capitulation

9. respect

8. recognition

7. involvement and emotional commitment

6. understanding

5. research

4. questioning or seeking

3. exposure

2. intolerance or rejection

1. no knowledge

The *first step* on the ladder of progression in learning is "no knowledge." At this point the child may be totally unaware that this culture, different from his own, even exists. There can be no intolerance nor rejection because the differences inherent in the other culture do not enter his thinking and are therefore of no concern to him.

The *second step* involves a minor acquaintance with the new culture. The child, basing his ideas upon very little information, upon only negative or erroneous aspects of the culture, or upon an unpleasant experience, is intolerant and rejects everything about it. He knows just enough about the people who are different from him that he "thinks" he doesn't like them. He may have no further interest other than expressing his dislike, overtly or otherwise.

Teaching, the process of directing learning toward appreciation, begins with the *third step.* Everything at the teacher's command is used to expose the child to a beginning understanding of the many aspects of another country's culture or the topic under consideration, whatever it may be. Realia, films, pictures, discussion materials, field trips where possible, and resource people are all drawn upon at this stage. This is a carefully planned exposure of materials and ideas that will lead the child on to *step four.* From this wealth of material and ideas presented to him, the child may begin to question, to seek answers, to want to know more.

Here the teacher must lead the child to question for himself, to seek further information, to realize that his opinions may need further clarification. This involves teacher-pupil interaction, teacher guidance without authoritarianism. It involves a climate where students are

allowed to think, where their shortcomings are accepted, where the learning process is as important to the teacher as the content to be learned.

In *step five*, research through the use of a variety of sources of materials gives the child an opportunity to acquire additional facts, to clarify facts that are not clear to him, or to correct erroneous ideas he may have had. The use of reference materials and of many other sources in addition to the text is essential—maps, globes, current materials, etc.

From this wealth of facts, the child now has some beginning understandings about the topic under consideration.* He is now in *stage six*. He may be able to verbalize well and to do a skillful job of placing facts in proper perspective or relationships. The average child could now pass a factual-oriented test and score satisfactorily.

Real Job of Teaching Social Studies

Too often social studies teaching ends here. We assume that because the child knows a number of things about the culture he is able to appreciate it. What is done beyond this point is the real job of the social studies program; it is this aspect of social studies that sets it apart from the teaching of mathematically accurate facts in the arithmetic class or from teaching grammatically correct forms of language usage during the language period. This is the part of the social studies program that leads to the formation of attitudes, to changed behavior, to the ultimate goal of appreciation.

If we accept the premise that a *change in behavior is a measure of real learning*, then steps seven through ten are of tremendous magnitude in importance.

To be led beyond the stage of just knowing facts, the child must become emotionally involved *(step seven)*. He must in some way experience for himself some of the facts he has learned so that they become a part of him. Role-playing, dramatic play, art forms of all kinds to express ideas, music and rhythms, many activities in which the child can feel some aspects of the culture—all can begin to help him form a positive value judgment; that is, an appreciation of these people.

Step eight carries the child along a little further. Here he gives recognition to his feelings. He may now accept the ways of this culture as being "acceptable for them." He has moved from rejection (stage two) to acceptance of what these people do and of the different ways in which they do them.

If the child has had a variety of well-planned, purposeful activities he will move on to *step nine*, where *he not only accepts or recognizes the various aspects of the different culture but, more important, he has developed some respect for the people's way of life.*

Positive Value Judgment

Finally, through this series of guided activities, he develops a positive value judgment. He can now say he has learned some things or developed some ideas that he likes. He is able to appreciate the people and the way of life of another culture without feeling that he must capitulate and accept their ways as his own *(step ten)*.

These last four stages, as well as stage four, are the real challenges to social studies teachers today. In an ever-shrinking world, appreciation for other people and other ways of life ultimately can do more to equip today's students for the problems they will face tomorrow than can any other phase of the social studies program.

* The examples used refer to a culture study. The same steps, however, would be involved in leading to appreciation of any major aspect of social living.

By ELIZABETH M. SIMONDS

When Opportunity Knocks . . .

Mrs. Beatriz Palacios, of Mexico, visited schools as a member of the group from International Teacher Development Program, U.S. Department of Health, Education and Welfare. Elizabeth A. Simonds describes how Mrs. Palacios' five-year-old daughter stimulated a class's interest in Mexican culture during her visit to Powers House Kindergarten at Brattleboro, Vermont.

"WHEN OPPORTUNITY KNOCKS, OPEN THE door" is an old familiar saying. How often, when the opportunity is there, do we really utilize the possibilities involved? In education, once the door opens there seems to be an endless chain of events. When Mrs. James Irish opened the kindergarten room door one cold frosty morning in January and asked, "Would you mind if Betty Palacios, of Mexico City, joins the kindergarten for a month while her mother studies the Brattleboro Schools?" new experiences began to develop for all.

On Betty's second day a little blue-eyed blonde celebrated her sixth birthday with a party at school. Betty was tremendously impressed. The blue eyes and blonde hair of the youngsters fascinated her. So it was that we began to see our everyday life through the eyes of our little Mexican visitor.

"Snow! Snow! Beautiful Snow!" became the theme for all. We sang snowflake songs, danced like snowflakes, made beautiful big snowflakes by folding and cutting squares of white paper. They were mounted on large sheets of different colors. Finally we made "Snowflake Books" to "keep forever."

"Betty, do you know what skates are? Can you skate?" led into "Well, this is the way you do it—first you wear shoes with blades (that's like a knife on the bottom of a shoe). Then you go like this . . ." A demonstration followed, my cue to play the "Skaters' Waltz." Shortly everyone was participating in the skating lesson. "Keep your hands behind you so you don't bump into people," shouted one. "I can dance on my skates," sang another.

So the activities went—skating, skiing, sliding. Betty was thrilled when the big snowstorm arrived. At every opportunity she rolled down the hill, head over heels in the "white stuff" and looking like a snowman. "Snow! Snow!" she would gleefully shout and away she would go.

Three months in Tallahassee, Florida, just before coming to Vermont, had given Betty some of the basics in language conversation. Her command and understanding of English were excellent. The other children wondered "Why does Betty speak Spanish if she is from Mexico? Why doesn't she speak Mexican?" When I asked, "What language do we speak?" they replied, "American." Another new area in learning was opening rapidly for our five-year-olds. A member of the group, who was born in England, spoke up: "We speak English. My mother is English." From then on countries, maps, globes, travel and modes of transportation became topics of discussion and learning experiences. How did Betty get here? How long did it take her? We talked about climate. We even talked about the equator. A whole new world of thinking was opening up.

Betty taught us to speak in Spanish. After the first week, everyone said "Adios" before leaving for home. One boy kept telling his mother, "banana tomorrow." A little confused at the outburst, she quickly understood when she discovered he was learning to "speak Spanish."

New Experiences

A photographer from the *Brattleboro Daily Reformer* came to take pictures of our visitor. Another new experience was introduced. We found ourselves in the local newspaper. Everyone hunted for the picture in the paper. The

children began to look for pictures of people and events they were hearing about; some brought news pictures to school. One lad said, "Do you know I found a picture in the paper just like one I saw on TV?" Also, quite a few of the boys turned photographers overnight. Pictures were being snapped with assorted and sometimes weird-looking contraptions called "cameras" by the owners. In a few instances, Daddy helped with the construction.

Betty dramatized how to make "tortillas." We talked about fruits and vegetables. Some of the names and activities were meaningless until Mrs. Palacios brought pictures and miniature displays of life in Mexico. Sugar cane sticks were a new experience, maple syrup being Vermont's contribution for "sweetness." Habits, customs, likenesses and differences were all part of the learning process.

Mrs. Palacios brought in records of Mexican songs and dances, explained them and told the stories in English. Betty sang and danced. I was sure the records would be worn out before the month was up. Everyone was shown "like they do it in Mexico." One mother told me her youngster recognized on the radio the tempo of the music and called her attention to the fact that it was "Mexican music." Bullfights fascinated the boys to the extent of active dramatization, with gallant matadors being the favorite impersonation.

Many mothers invited Betty to their homes for lunch and play in the afternoon. This experience was valuable for the children and the mothers. It also gave Mrs. Palacios an opportunity to meet "the American mother" and become acquainted with home life in this country.

The time passed all too rapidly. When Mrs. Palacios and Betty went to Quebec for a few days, it gave us an opportunity to discuss and plan a farewell party for Betty. It was interesting to note the children had observed Betty's love for dolls. Everyone agreed the parting gift should be a doll. With the kind assistance of a toy manufacturer in neighboring Townshend, a lovely cuddly "Sweetheart" doll with "blue eyes" was chosen. It was a "musical," too.

Farewell Parties

Two parties were held. At the first party Betty danced in costume, sang, discussed the pictures and the exhibit. This group gave her a "Ginny" doll. All the mothers who had entertained Betty in their homes were invited to the second party. It was typically American with coffee and doughnuts for the adults, milk and doughnuts for the children. Mrs. Palacios' hostess brought another guest, Wiltrud Rehlen, an AAUW Fellow from Germany. Following the refreshments, Betty danced in costume. One kindergarten girl reciprocated in appropriate costume with a song and dance. Another youngster was dressed in a Mexican costume which her mother had brought home the previous week after a visit to Mexico City. Both Mrs. Palacios and Miss Rehlen talked to the children. To honor the other international guest, Betty sang a little mouse song in German, which she had learned at the German School in Mexico City.

These broad experiences greatly enriched, promoted and stimulated the growth pattern of the Powers House Kindergarten children. It gave them firsthand knowledge, at their own age level, of learning about the world. I feel that Betty Palacios will always be the highlight in the first-year-of-school memories of these children.

PLAY PROVIDES BOTH FREEDOM AND DISCIPLINE. IT IS THE MEANS BY WHICH THE CHILD ANIMAL learns to accept the social-cultural living of the group. Play is a serious activity and requires great effort. It has all the characteristics of a fine and complete educational process. Its main function is to develop the whole personality. In play, as in fine education, children are completely absorbed. They concentrate for a great length of time. They show initiative, imagination and intense interest. There is tremendous intellectual ferment and complete emotional involvement. No activity motivates repetition more thoroughly. No activity improves the personality so markedly. No other activity calls so fully on the resources of effort and energy which lie latent in the human being. Play is in fact the most complete of all the educational processes for it influences the intellect, the emotion and the body of the child. It is the only activity in which the whole educational process is fully consummated. There is a maxim of good teaching which says, "You cannot teach a child anything unless he wants to learn." This is the same as saying that unless learning is play, it cannot be effective.—PROFESSOR NEVILLE V. SCARFE, *before World Organization for Early Childhood Education in Zagreb, Yugoslavia, August 1960*

By BETTY JENSEN JONES

Doodling - - A Squiggle or Two

A workshop in the graphic arts for nursery school teachers is unbeatable for enjoyment and learning, so states Betty Jensen Jones, instructor at Pacific Oaks Friends School, Pasadena, California.

PAPER AND PAINT, CONFETTI AND CLOTH, sawdust and feathers and paste—these are familiar materials to nursery school teachers—for children to use. But for *teachers'* creative experimentation—this was something else again!

Nevertheless, there they were—a motley group: student teachers in their teens, veteran nursery school teachers with several decades' experience—all crowding into the third-floor "studio" at Pacific Oaks Friends School for a first painting session. Susana Mueller, who works with children in her Pasadena studio, was about to initiate teachers into some of the things the children do in the arts. In this area all of the teachers were—or at least claimed they were—novices.

When you've outgrown three-year-old "uncriticalness," what do you do with a large sheet of colored construction paper, tempera paints, a brush? "It's making the first mark on that clean paper that's hardest," said Susana, "so I'll give you each a problem." Around the room she went, "doodling" on each paper—a circle, a couple of random lines, a squiggle or two. "That's to begin with; you go on from there."

First Attempts

All sorts of designs began to emerge gradually. To one student who was emphatically proclaiming her lack of ability, Susana retorted, "You wear a blouse with a lovely print like that? And you say you know nothing about art?"

As first attempts—some remarkably pleasing, many strictly "starters"—were laid aside to dry, the instructor took some paint in a paper cup and began pouring it in a line along one side of a sheet of paper. "Now you hold it up and shake it, so the paint drips down." It was like drops on a window pane, chasing each other to the bottom. "I do this with the most timid child, the one who is afraid to start anything. It's a game—which drip will get down first?" Tried by adults with several colors of paint dripped at right angles, this game resulted in some exciting effects.

On succeeding sessions a variety of techniques were tried: painting over crayon; blowing paints; collage with an infinite variety of materials (brought in by class members); painting with not only brushes but also with string, crumpled paper, screen, a patterned belt buckle, patterned children's blocks. Students increasingly "plunged in"; one teacher of two-year-olds found that she, like many children, wanted to get into the paint with her hands and did just that. No, this wasn't "finger paint"; but she found that it could nevertheless be satisfying when used that way. "Oh, what a

(Continued on page 185)

PRELIMINARY PROGRAM
1961 ACEI Study Conference
April 2-7, Omaha, Nebraska

Theme:

Today's Child—Tomorrow's World

We have participated in the 1960 White House Conference.

We have endorsed the *Declaration of the Rights of the Child* adopted by the 1959 United Nations General Assembly.

Our *Plan of Action* reflects our belief in the dignity and worth of the individual, our conviction that the child must be enabled to realize his full potentialities.

Thus, we will help to insure the survival of the values of our society and fulfill the rich, creative promise of our world.

TENTATIVE SCHEDULE—1961 ACEI STUDY CONFERENCE

April 2-7 ★ Omaha, Nebraska ★ Official Hotels: Paxton and Sheraton-Fontenelle

Theme: TODAY'S CHILD—TOMORROW'S WORLD

	SUNDAY, APRIL 2	MONDAY, APRIL 3	TUESDAY, APRIL 4	WEDNESDAY, APRIL 5	THURSDAY, APRIL 6	FRIDAY, APRIL 7
MORNING		9:30-11:30 General Session	9:00-12:00 Study Groups	9:00-12:00 Visits to Centers for Children	Special Breakfasts 9:30-11:30 Business Session	Explorations Sightseeing on your own Council for Elementary Science International
NOON		←——Talk-It-Overs and Workshops——→				
AFTERNOON	2:00-6:00 Registration [1] 2:00-7:00 Functional Display and Commercial Exhibits [2]	1:30-4:00 Branch Forums 5:30-6:30 Regional Receptions	2:30-5:00 Study Groups	1:00-3:00 Open Editorial Board Meeting 3:30-5:00 Branch Forums Special Teas, Receptions and Dinners	1:00-2:30 General Session 3:00-5:30 Interest Groups	Explorations Sightseeing on your own Council for Elementary Science International
EVENING	7:00 Easter Musicale	8:15 General Session	8:15 Omaha Night	8:15 General Session	8:15 General Session	

[1] Registration in Omaha will be at the Sheraton-Fontenelle Hotel as follows:

Saturday and Sunday, April 1 and 2	2:00-6:00 p. m.
Monday, April 3	8:00 a. m.-6:00 p. m.
Tuesday, April 4	8:00 a. m.-12:00 noon

[2] The Functional Display and Commercial Exhibits will be at the Sheraton-Fontenelle Hotel in the Ballroom and Mezzanine.

The Association for Childhood Education International

1961 Study Conference

April 2-7, Omaha, Nebraska

TODAY'S CHILD—TOMORROW'S WORLD

SPECIAL FEATURES

General Sessions. Distinguished speakers will discuss the conference theme, the relationship of our literary heritage to the world of today and tomorrow, international affairs and their implications for education. Leland Jacobs will give the keynote address.

One evening will be devoted to our aero-space world with Gill Robb Wilson, editor and publisher, *Flying* magazine, as speaker. An outstanding panel under the chairmanship of Frank Sorenson, Aero-Space Education Council, will discuss the implications for education.

A symposium will present a progress report on three television science series for fourth, fifth and sixth grades sponsored by the Nebraska Council for Educational TV. Among those reporting will be Walter Beggs, Dean, and Joe Zafforoni, Professor of Education, Teachers College, University of Nebraska, and Rudolph Fredstrom, Assistant Superintendent of the Lincoln, Nebraska, Public Schools.

Study Groups. Study groups on Tuesday, April 4, will explore various aspects of the conference theme and will include opportunities for sharing of ideas for implementation of the recommendations of the White House Conference Forums. A background lecture for each division and numerous groups will provide for your varied interests. All groups will meet twice during the day for study-discussion under capable leadership. Areas and groups are listed on pages 5 and 6.

Noontime Activities. There will be opportunities to work with audio-visual and arts and crafts materials; to participate in choral reading, drama, rhythms and storytelling; to talk over problems with special consultants. When possible, workshops will be divided into sections for those who work with younger children or with older ones. Register for these *after* arrival in Omaha.

Interest Groups. Most of the interest groups are, in effect, open committee meetings as the leaders are, in most cases, chairmen of ACEI committees. The purpose is to get discussion concerning committee work and to give you help from their activities. Groups are listed on the registration form on page 4.

Branch Center. Bring your Branch materials—scrapbooks, project reports, newsletters, programs—and share them with other Branch members as you meet and discuss ACE work and get new ideas.

Branch Forums. Discuss Branch activities. Bring your plans and problems. Exchange ideas. Refer to page 6 for a listing of the meetings that best fit your needs.

Functional Display and Commercial Exhibits. Manufacturers and publishers have been given an opportunity again this year to participate in the ACEI Functional Display and/or to exhibit in booths manned by representatives of their firms.

Explorations. One full day at the end of the conference will be provided for explorations in the Omaha area. Details will be sent with your registration receipt. You will then indicate your choice and send to the local committee.

School Art Exhibit. An exhibit of art work by elementary children will be on display at Joslyn Memorial, a few blocks from the conferencee area.

Visits to Centers for Children. A half day of planned visiting in schools and other centers for children will be provided.

Open Editorial Board Meeting. You are urged to attend this meeting to state what is happening to children in your community and to help plan CHILDHOOD EDUCATION for 1961-62.

ACEI Center Table. Here you will learn more about the ACEI Center in Washington, D. C. You can discuss with Center consultants the ways in which you can help to contribute financially, and you can share with others what you have done. Building Funds will be accepted at the Center Table.

Regional Receptions. Renew old acquaintances, make new friends, share Branch news, have fun and fellowship with others from your region. If you wish to attend, sign up and pay in advance by using the registration form on page 4.

Council for Elementary Science International. An all-day program for teachers needing help in elementary science. Take advantage of the activities planned by this co-operating organization.

REGISTRATION

Early registration by mail reserves for you a place in the study group of your choice. Use the form below and mail with your check or money order.

Pre-conference registration by mail, January 4-March 1:

Regular	$13.00
Undergraduate Student	5.00

Late registration in Omaha, April 1-4:

Regular	$14.00
Undergraduate Student	5.50

When your registration form and check are received at Washington Headquarters, a receipt will be sent to you.

In Omaha you will present your receipt at the Conference Desk, Sheraton-Fontenelle Hotel, and receive: official badge—admits you to conference sessions; study group admission card; official program.

Late Registrants. Those who wait to register in Omaha pay more and cannot be assured of enrollment in the study group of their choice.

Refunds. Those registering in advance but unable to attend the conference may receive a refund of $12.00 (to Undergraduate Students, $4.50) by sending the Official Receipt to ACEI Headquarters in Washington before June 1.

CLIP ALONG DOTTED LINE AND MAIL TO
ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N. W., Washington 16, D. C.

REQUEST FOR PRE-CONFERENCE REGISTRATION

Mail to: Assn. for Childhood Education International, 3615 Wisconsin Ave., N. W., Washington 16, D. C.

Miss
Mrs. _____
Mr. (Last name) (First name)

Street _____ City, Zone, State _____

Name of public school system, private school or institution with which you are connected:

_____

Check only ONE item—professional status:

☐ College or Univ. Faculty Member ☐ Nursery School Teacher ☐ Undergraduate Student
☐ Superintendent ☐ Kindergarten Teacher ☐ Librarian
☐ Supervisor ☐ Primary Teacher ☐ Other _____
☐ Principal ☐ Intermediate Teacher

Do you personally subscribe to CHILDHOOD EDUCATION? ☐ Yes ☐ No

Check only ONE item—membership status:

☐ ACEI Life Member ☐ International Member
☐ ACE Branch Delegate _____ ☐ ACE Branch Member
(Name of Branch) ☐ Nonmember

Registration prior to March 1, 1960:

Registration Fee $13.00
Registration Fee for Undergraduate Student $5.00
☐ ☐ } Check one $ _____

Regional Receptions $1.00 $ _____

Amount enclosed $ _____

Note: *Registration fee after March 1 will be $14.00; for Undergraduate Student $5.50*

Registration for Study Groups

Miss
Mrs. _____
Mr. (Last name) (First name)

Street _____ City, Zone, State _____

STUDY GROUPS (Tuesday)

Select in order of preference the areas **and groups, where applicable,** in which you are interested. Make three choices. Information on pages 5 and 6.

Area _____ Group No. _____ (1st Choice)
Area _____ Group No. _____ (2nd Choice)
Area _____ Group No. _____ (3rd Choice)

INTEREST GROUPS (Thursday)

Please indicate your interest. Check one.

☐ Nursery ☐ Kindergarten ☐ Primary ☐ Intermediate ☐ Church School Education
☐ Foreign Languages ☐ Legislation ☐ Research ☐ Teacher Education

STUDY GROUPS

Make your first, second and third choice and *show this information* on the registration form on page 4. ***It is important that you show the group number, where applicable, as well as the areas of your choice.***

Today's Child Tomorrow's World

Division I. Today's Child Builds Self-Worth in His Home

As the basic unit of our society, the family is primarily responsible for the child's development physically, mentally, morally, spiritually and socially.

Area A — *A Healthy Body Contributes.* Providing, in a safe and healthy environment, sound physical beginning for the child requires the knowledges of many people and their co-operation with his family. (Nutrition, housing, recreation and medical services.)

Area B — *The Family Contributes.* The child first sees himself as his family views him, and the nature, quality and stability of family relationships and experiences determine the extent of his security and his opportunities for self-fulfillment.

Division II. Today's Child Builds Self-Worth in His Community

All professions, organizations and agencies concerned with the health, education and welfare of the child have a responsibility for coordinating their existing and potential resources so as to aid fully the family and the child in his developing.

Area C — *The School Contributes.* Learning opportunities and experiences provided must stimulate the child individually and as a group member and must help him develop skills, abilities and attitudes that meet his varied needs.

- Group 1. The Twos to Twelves
- Group 2. The Under-Sixes
- Group 3. The Sixes to Nines
- Group 4. The Nines to Twelves

Area D — *The Church Contributes.* Religious experiences provided must equip the child with a code of conduct that includes moral and spiritual values and beliefs which will help him to see himself and others as dignified and worthy and will support him in realizing his full potentialities.

- Group 5. The Twos to Twelves
- Group 6. The Under Sixes
- Group 7. The Sixes to Nines
- Group 8. The Nines to Twelves

Area E — *Other Resources Contribute.* Public and private agencies, organizations and facilities involved must provide services that reinforce, supplement and enrich the programs of the school and the church.

- Group 9. Cultural Resources
- Group 10. Social-Service Resources

SPECIAL MEALS OR EVENTS. Two times have been set aside for these special functions: Wednesday at 5:00 p. m. (teas, dinners) and Thursday morning before 9:30 (breakfasts). Groups wishing to plan special meals or other events should contact ACEI Headquarters as early as possible for information on available facilities.

As the child studies and appreciates various cultures and has experiences in living and working with other peoples, he develops respect for the basic concepts of democracy, of human rights and of international understanding which are essential to his fullest maturity and participation in his world.

Area F

Information Sources Contribute. A background of up-to-date, accurate information is necessary if the child is to meet the problems of his automated world, to think clearly and judge fairly and to make the best possible decisions.

Group 11. Mass Media and Instructional Materials

Group 12. Sciences

Group 13. Social Sciences

Group 14. Communication Arts—the English Language Arts

Group 15. Communication Arts—Foreign Languages

Group 16. Fine Arts and Crafts

Area G

Human Relations Contribute. A background of observing, participating in and interpreting desirable intergroup and inter-organizational experiences is necessary if the child is to develop respect and concern for others and to make his contribution to peace among peoples of the world.

BRANCH FORUMS

Meetings to discuss Branch problems are listed here so that Branch delegates and other Branch members will have an opportunity to discuss the areas most apt to meet their needs and to assign members to cover the different areas.

Monday, April 3: 1:30-2:00, Presentation
2:15-4:00, Forums as listed below

Wednesday, April 5: 3:30-5:00, Continuation of forums listed below

Forums

1. Plan of Action, 1962-1964
2. Program Planning
3. Opportunities for Branches Over 500 Members
4. Financing Branch Work
5. Making ACEI Publications Known
6. Publicity Chairmen
7. Legislative Chairmen
8. UNESCO Chairmen
9. State Presidents and State Programs
10. Student Branch Members
11. Student Branch Advisers
12. Communication—Newsletters and Announcements
13. Communication Between Branches and Headquarters
14. Inter-Organization Cooperation
15. Extending Branch Membership—How To Interest Beginning Teachers in ACE
16. Extending Branch Membership—How To Interest Parents, Community Workers and Others
17. How To Organize A Branch
18. Enriching Children's Experiences Through Branch Activities
19. White House Conference Follow-Up

Present rates at local hotels are listed here. These prices are subject to change. To make your reservation, clip and mail the form below to the Convention Bureau in Omaha.

Hotel	Type of Accommodation: Single Rooms	Twin-bedded Rooms	Double-bedded Rooms	Suites	Student Dormitory (3-5 in a room)
Conant	$3.50-8.00	$ 7.00- 8.00	$ 4.50- 8.50	$10.00-12.00	——
Hill *	——	——	——	——	$2.00 per person
Logan	6.50-8.00	10.00-11.00	9.00-11.00	10.00-14.00	——
New Tower Motel	7.00-7.50	11.00-13.00	10.00-12.00	16.00-18.00	——
Paxton	5.50-9.00	10.00-12.00	7.50-10.00	20.00-30.00	——
Regis	6.00-8.75	10.50-14.00	8.75-10.00	——	——
Rome	——	——	——	——	$2.00 per person
Sheraton-Fontenelle	6.50-9.50	13.50-16.00	10.00-13.00	25.00-32.00	——
Town House Motel	6.50-9.50	9.50-17.50	8.00-14.00	21.00-25.00	——
Wellington	3.75-5.00	6.50- 8.50	5.50- 7.00	——	——

* Free garage

CLIP AND MAIL TO:
ACEI Housing Committee, Omaha Convention Bureau
108 South 18th Street, Omaha 2, Nebraska

HOTEL RESERVATION FORM

1961 ACEI STUDY CONFERENCE

Omaha, Nebraska, April 2-7, 1961

Do not send any money with this form _____, 19____

Please make hotel reservations noted below:

Hotel _____ (First Choice) Hotel _____ (Second Choice) Hotel _____ (Third Choice)

☐ Room with bath for 1 person ☐ Room with bath for 2 persons (twin beds)

☐ Student dormitory ☐ Room with bath for 2 persons (double bed)

☐ Suite

Date desired: Rates preferred:

_____ to _____ $_____ to $_____

Date and hour of arrival _____ Date and hour of departure _____

Party will / will not travel to Omaha by automobile.

Names and addresses of persons to occupy room (please print):

_____

_____

_____

_____

Applicant _____

Street _____

City _____ Zone _____ State _____

TO HELP YOU REMEMBER

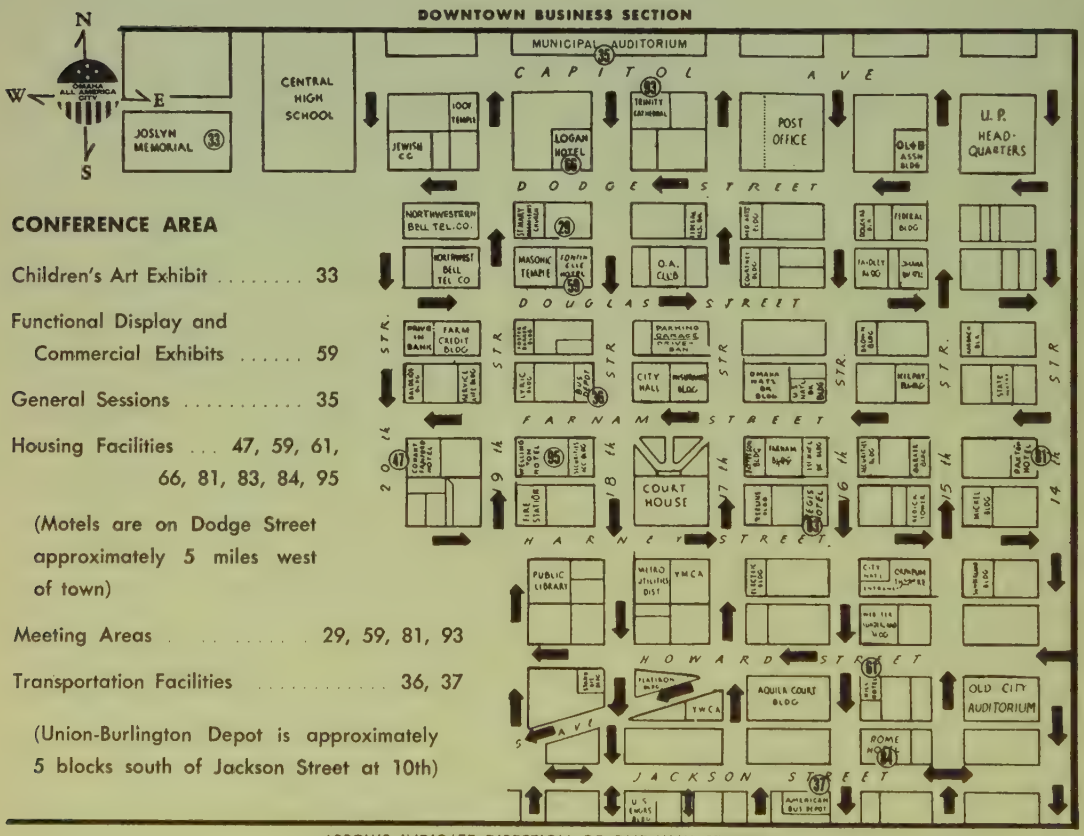
I requested

Hotel reservations at .....

Study Groups:

Area ..... Group No. ..... (1st Choice) Area ..... Group No. ..... (2nd Choice) Area ..... Group No. ..... (3rd Choice)

Interest Group .....



CONFERENCE AREA

Children's Art Exhibit 33

Functional Display and Commercial Exhibits 59

General Sessions 35

Housing Facilities ... 47, 59, 61, 66, 81, 83, 84, 95

(Motels are on Dodge Street approximately 5 miles west of town)

Meeting Areas 29, 59, 81, 93

Transportation Facilities 36, 37

(Union-Burlington Depot is approximately 5 blocks south of Jackson Street at 10th)

ARROWS INDICATE DIRECTION OF ONE WAY STREETS

This section of CHILDHOOD EDUCATION has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to attend the conference are asked to use the forms on pages 4 and 7.

grand time! What a grand mess!" exclaimed another student, using sponges and string and a dripping brush. "I've never had so much fun in my life!" the mother of three boys kept laughing over and over, as she blew on the paint she had dropped on her paper to create lovely lacy designs.

Experimenting

"Don't start out with a plan," Susana advised. "Experiment with the materials and see where they take you; practice *looking* at what you've done to see what's there." Sometimes "what's there" was simply a "design"; sometimes a few more brush strokes revealed a clown face, a group of dancers, a fleet of sailboats, all growing out of the chance patternings that resulted from free experimenting. "The thing about this," exclaimed a class member, "you can be a terrible artist (I-can't-draw-a-straight-line kind) and still have fun."

A group mural was tried, drawing with heavy cotton yarn on a strip of corrugated paper the length of the room. Pins held the yarn in place. "Children who are tentative about drawing will always do it this way"; and adults seem to feel the same about it.

One mother reported, "My children are just fascinated. 'Why, Mother, what did you do today?' I showed them my paintings with fear and trembling. 'Well, that's *all right!*' "

Finding Hidden Abilities

No attempt was made in this group to have the students pretend to be children —an approach which might result in awkwardness and a feeling of being "silly." Instead they were asked to see what they could do with the materials children use. In the process of enjoying themselves on an adult level (and not infrequently discovering creative abilities they hadn't known existed), they also discovered empathically some things about children's approach to painting.

When a material is new, children need a chance to explore it directly—to get their hands in it, smell it, often taste it. Some adults do, too.

Children very frequently begin painting with no idea of "what" they are making; they are free to see "where the materials take them." Perhaps halfway through the painting an idea of subject matter occurs to them or perhaps a whole series of ideas; these they may verbalize, only to be greeted with some adult's reflections on the inconsistency of children.

The adult students in this workshop discovered that this process has little to do with the "inconsistency of children." It lies rather in an experimental approach to the media which children adopt naturally and which adults (who usually need encouragement) can find equally satisfying. For both enjoyment and learning, all agreed, this type of workshop experience is unbeatable.

WE HAVE GAINED MUCH, IT MAY BE, IN PROPERTY AND PRESTIGE, BUT THE world we have lost is the world of wholesomeness and hope—the world of our own soul. . . . It seems more and more evident that we must somehow achieve a model peace inwardly before we can build it in external society. This much we can depend on—when the wolf and the leopard and the lion within the human spirit are tamed and civilized, a little child *shall* lead them; and that child shall be the child we once were and are willing again to try to be.—DR. FORD LEWIS, *First Unitarian Church, Portland, Oregon.*

1960 White House Conference on Children and Youth

"Recommendations—Composite Report of Forum Findings, 1960 White House Conference on Children and Youth" (available for 35 cents from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.) lists 670 recommendations which came from the forums. CHILDHOOD EDUCATION will list those on education and related topics which may interest readers. Some of these forum recommendations are:

General Principles

128. That educational services be made available to all children; and their denial to children and youth, or the lowering or removal of compulsory attendance laws be vigorously opposed.

129. That, as a desirable objective, the pupil population of the public schools reflect the racial, religious, ethnic and economic makeup of the community.

130. That the constitutional principle of separation of church and state in the public schools be reaffirmed.

The School Program in General

131. That the unique role of the school in America be to make available to all children and youth those experiences which will stimulate each student to develop his potential to its fullest, and to meet his intellectual, moral, spiritual, esthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

132. That each school offer those learning opportunities which will realistically fulfill its goals, and that the goals of school systems take into account—

individual capacities and needs of the pupils

needs of our democratic society

the changing world

the cultural pattern and socioeconomic conditions of the community

the contributions of other agencies and institutions to the pupils' education.

133. That State programs of education be developed in terms of high quality rather than minimum programs; and that the level of quality be continuously appraised and upgraded.

134. That schools and parents seek more effectively to motivate children and youth to higher levels of achievement in keeping with individual development, interests, and aptitudes.

135. That a pupil's progress be evaluated in terms of his own potential rather than of a common external standard impossible for some and too easily attainable by others.

136. That every high school have a comprehensive, diversified multitrack curriculum and achievement grouping within subjects, to insure that every pupil may realize his educational potential.

School Curriculum

137. That the curriculum provide opportunities for the student to develop—

appreciation and understanding, at a behavioral level, of the dignity and worth of all individuals

knowledge, understanding, and appreciation of the fine and practical arts, the humanities, and the natural physical and social sciences

basic skills, such as reading, writing, and the use of numbers

special abilities and talents

a healthy and realistic concept of self

the best possible physical and mental health

ability to analyze critically and constructively

constructive civic attitudes and skills

interests, attitudes, and appreciations basic to the worthy use of leisure time

insights into the ethnic and religious sources of American life

character, discipline, responsibility, and a commitment to spiritual, ethical, and moral values.

138. That the curriculum include—

education for political responsibility (by stressing democratic values, current issues, civics and economics, national defense needs and current military obligations, obligations as citizens of locality, State, Nation, and world)

instruction in our own diversified culture and the culture of other peoples; through such disciplines as literature, social sciences, art, and music; with additional emphasis on languages and social sciences of the non-Western World

greater emphasis on the humanities

an expanded program in music and art to encourage creativity

courses in psychology and philosophy, to be given before the senior year in high school in order to challenge independent thinking and provide an opportunity for free general discussion

educational experiences, at the secondary level, in cooperation with management and labor, to give young people an understanding of the American economic system

exploration and preparation for further educational and vocational opportunities

a program of motion picture and drama appreciation

physical education of high quality for all students at elementary and secondary levels

health education and nutrition at the junior high level

mental hygiene education, based on its moral, social, and biological aspects

education for family life, including sex education

and with emphasis on the causes of human behavior through discussion and participation in appropriate experiences, at all age levels.

139. That the schools maintain a balance between science and technology, on the one hand, and creativity in the arts and humanities and a sense of moral and spiritual values, on the other, as well as a balance in their scholastic and extracurricular activities.

140. That there be continuous evaluation and revision of the content of the school curriculum, teaching materials and methods, to provide further educational and vocational opportunities and better preparation for coping with the scientific and social problems of an automated world.

141. That the local community retain control of the educational program; and that professional staffs of local school systems be responsible for developing a curriculum to meet the particular needs of their children and youth, within existing legal procedures and minimal standards established by the official State educational agency in cooperation with school administrators, teachers, and lay citizens.

To many people, "going to school" and "learning to read" are synonymous. But learning to read is not the sole purpose of education, although it is very important. Schools must take into account how children grow and their readiness for giving attention to academic tasks. Some tasks are postponed until children evidence sufficient maturity and motivation to undertake them. When they are pushed into jobs which are beyond them, they become sick of heart, body, and mind, or develop the idea that education is a guessing game.

The expectation that each child will learn to read soon after he enters the primary grades and as soon as is good for him is a reasonable one. But the requirement that all children begin the process of learning to read at six or before appears to many educators out of reason. Mental age, maturity of physical and social development, facility with language, and background of experiences, rather than chronological age, determine the child's capacity to learn to read. Some children are ready for reading at five; others are not ready before seven or eight.—Hazel F. Gabbard, "Status and Trends in Early Childhood Education," *Those First School Years*, 39th Yearbook of Department of Elementary School Principals, NEA.

By BEATRIZ S. DE AROSEMENA

Concerns for Children Are World Wide . . . *in Panama*

In recent years the Republic of Panama has attained considerable success in the improvement of primary education. The biggest problem of the moment is how to cope with the growing pains of a rapidly expanding educational system. Fortunately, teachers and community and national leaders are all working together to improve the quality of primary education throughout this developmental stage.

A few statistics will give an idea of the rapid growth of primary education in Panama. From 1945 to 1957 the number of primary schools increased from 746 to 1,155; the enrollment soared from 83,853 to 142,576; the number of primary teachers went from 2,588 to 4,612. From 1947 to 1957 the portion of the national budget allocated to education went from $7,400,000 to $11,600,000, an increase of fifty-seven per cent. During this period of great transition the teacher kept his identity as the most important link between the physical expansion and the pedagogical advancement of national education.

While curriculum content and activities of the elementary school are well defined in the "Official Program of Studies," the ultimate success in the teaching of these activities is dependent upon the enthusiasm with which the individual teacher carries out his work. It is obvious, therefore, that the fulfillment of the objectives of the national program of education is contingent upon a system of selecting conscientious teachers.

The typical Panamanian teacher is a graduate of a local normal school who has had the experience of participating in a student-teacher program, usually in a rural area. Many of the teachers who live in or near the capital attend the National University for professional improvement, while those who live in the interior of the country frequently participate in seminars, workshops and other forms of inservice education.

In the organization and planning of his work, the Panamanian teacher considers the needs of the pupils and of the community, available resources, abilities of the pupils and approved methods of instruction. Evaluation of the needs of both the individual pupil and the community makes the teacher's work more effective and enables him to obtain more easily the desired outcomes of different aspects of the program.

School and Community Cooperation

In Panama the ties between school and community are very close. Each school is required to organize an Association of Teachers, Parents and Friends, which actively

A young Panamanian teaching in a rural school

Photos courtesy of the author

Beatriz S. de Arosemena, principal of Escuela Republic de Canada, an elementary school in Santiago, Interior of Panama, wrote this article in the spring of 1959. She has studied at Pennsylvania State University, majoring in supervision. Her special interest is making teaching materials.

concerns itself with the improvement of educational facilities. In many areas construction of new schools and maintenance of school dining rooms are evidences of assistance rendered by parents and other community members. The school often serves as a community center, a place where housewives can meet for classes in sewing and cooking or where movies procured from various organizations can be shown.

Each municipality is required to allocate a specified amount of its income to improvement of the local schools. This creates greater community interest in the development of the schools, the support of the school program, and the satisfaction of local needs.

As the community contributes to the growth of the school, so does the school help meet the needs of the community. Frequently teachers are the driving forces behind civic and cultural programs. In a spirit of close cooperation the teacher gives unstintingly of his time to further the advancement of worthy community activities.

Shortage of Supervisors and Materials

At the present time there are two major problems facing education in Panama: the lack of adequate textbooks and the shortage of trained supervisory personnel. Both are intricately concerned with budgetary limitations, but firm progress is being made in remedying them.

The Ministry of Education has taken positive action to insure that in the near future Panama may have a wealth of suitable textbooks to facilitate instruction in the nation's schools. While some teachers have had the resources and the ingenuity to prepare their own teaching materials, the general shortage of materials has seriously impaired the effective work of the classroom teacher. Recently the Ministry created a Section of Scholastic Texts and Teaching Materials to stimulate preparation and production of valid materials. This unit is receiving valuable assistance from the Point-Four Program[1] in orienting local teachers in the techniques of creating instructional materials. This year an intensive course in the preparation of reading material was offered to a selected group of Panamanian teachers who have shown special interest and abilities in this area. Understandably, a project to develop valid textbooks is one that requires considerable time; but we have high hopes for steady progress.

The Minister of Education recently devised a plan to divide the country into smaller units for the supervision of primary education. This plan augurs well for the improvement of classroom instruction since it will provide more supervisory personnel per number of teachers. In a nation where few primary school teachers have had formal education beyond the secondary level, this method will give the teachers greater opportunities to benefit from the counsels of trained supervisors. While many of the supervisory personnel are of outstanding caliber, they were not able to exert a direct influence upon the teaching situation under the old system which required them to spread themselves over too vast a geographical area that encompassed too many schools and too many teachers.

This is our story. We are growing so fast that it is difficult to describe our accomplishments. Education in Panama is not static. Two years from now we may be able to tell a new story of progress even beyond our present anticipations.

Community makes use of rural schools for evening program.

[1] U. S. Operations Mission to Panama, The Institute of Inter-American Affairs.

News HERE *and* THERE

By ALBERTA L. MEYER

New Life Members

Pauline Getz, Mishawaka, Indiana
Lucy Nulton, Gainesville, Florida
John F. Putnam, Washington, D. C.

Childhood Education Center

Prior to the dedication ceremonies this summer, gifts were received from two organizations with which ACEI cooperates. These were a large philodendron and several geranium plants from the American Home Economics Association. The NEA Kindergarten-Primary Department sent a lovely silver bowl appropriately engraved. The Association is pleased to report these evidences of friendship.

An excellent report on the dedication ceremonies, prepared by Mary Harbage, appeared in *Scholastic Teacher* (Vol. 29, No. 3, September 28, 1960). Miss Harbage has written with appreciation and insight.

The expanded program made possible by the new Childhood Education Center continues to serve many groups and individuals.

A monthly meeting of the Altrusa Club of Washington, D. C., brought a group of women with varying professional interests. They came seeking to serve as well as to be served, for they were looking for worthy projects to which they may give some financial support. Hazel Gabbard and Laura Hooper reviewed for them the services of the Center.

Students as individuals and in groups continue their use of the building. Local university students use the reference library. An enthusiastic student branch group from Lock Haven, Pennsylvania, State College spent an evening touring the building, seeing slides and hearing about ACEI services and their responsibility in using these services.

Teachers come from near and far to use the library, ask questions of Information Service, buy bulletins and hold meetings. The intermediate grade faculty of Sidwell Friends School held its regular meeting in the multipurpose room. During the course of their visit they heard about ACEI services and saw some of these services in action.

ACEI Study Conference, April 2-7

The 1961 Study Conference, which will be held in Omaha, Nebraska, is planned around the theme, "Today's Child — Tomorrow's World." The conference will open with a general session on Monday morning, April 3. Leland Jacobs, professor of education, Teachers College, Columbia University, will give the keynote address.

One evening general session will deal with "Education in and for the Aero-Space World." An orientation address by Gill Robb Wilson will prepare for a panel discussion to be chaired by Frank Sorenson, professor, Teachers College, University of Nebraska. A competent panel will help registrants see the implications for education in the technological facts of our world today.

Another unusual program will be a symposium which will present a progress report on an experiment in educational television aimed at improving elementary science. Included will be the showing of a sample program and participation from the floor.

Study groups will be organized around three topics: "Today's Child Builds Self Worth in His Home, in His Community and in His World." Each topic will be explored in the five hours set aside for the groups on Tuesday.

There will be both a Functional Display and a commercial exhibit. An open Editorial Board meeting will offer an opportunity to plan CHILDHOOD EDUCATION content. Arrangements are being made for regional receptions, visits to centers for children and community explorations. The Local Committee is planning for Omaha Night and an Easter Sunday Musicale.

You Were Represented

Camp Fire Girls, Inc., Golden Jubilee Convention, New York, November 1-3, by Alberta L. Meyer, executive secretary.

Girls Scouts of America, National Council, St. Louis, November 14-18, by Georgia Flowers, president, St. Louis ACE.

National Conference on Day Care of Children, Washington, D. C., November 17-18, by Sarah Lou Hammond, chairman, ACEI Advisory Committee, and Laura Hooper, program coordinator.

National Council of Teachers of English, Golden Anniversary Convention, Chicago, November 24-26, by Agnes L. Adams, member, ACEI Advisory Committee.

Barbara Greenwood Lectureship

It is gratifying to learn of another successful Barbara Greenwood Lecture. The most recent in this lecture series was given by John I. Goodlad on Wednesday, November 2 on the subject, "Criteria for Excellence in Education."

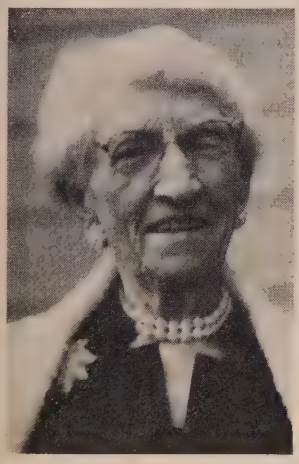
The Barbara Greenwood Lectureship and Scholarship Fund is sponsored by four professional groups in childhood education: Delta Kappa Gamma, Delta Phi Upsilon, Southern California Association for Nursery Education and Southern Section California Association for Childhood Education. Proceeds from the lectures are supplemented by individual and group contributions from professional and personal friends of Barbara Greenwood and from contributions of sponsoring organizations.

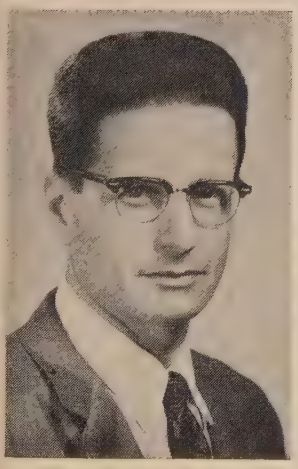
Scholarships are awarded on a competitive basis to promising teachers of young children. Between 1956 and 1960, eighteen $300 and fourteen $100 scholarships have been granted.

Through these lectures, Miss Greenwood's influence continues as a vital force in childhood education.

For many years at the University of California in Los Angeles, Miss Greenwood helped teachers and parents to a deeper understanding of how children grow and learn. Through her active leadership in professional organizations she has contributed much to the development of modern practices of education. One of her outstanding contributions to the field of childhood education was made in 1930 as a member of the Committee on Reorganization that presented its report to the International Kindergarten Union and later to the National Council of Primary Education. The action taken following this committee report resulted in the two organizations just mentioned uniting under the name of the Association for Childhood Education. As a former officer, Barbara Greenwood is a life member of the ACEI Advisory Committee.

Miss Greenwood was one of the pioneer leaders in the nursery school movement and believed, as did the other members of that





Left: **Barbara Greenwood and John I. Goodlad**

Below: **Two of the 1960-61 Barbara Greenwood Scholarship winners: Sally Sammons (left) of University of California, Los Angeles; Kathleen Stephens (right) of University of California, Berkeley.**

Photos courtesy of Ernestine Putman, Los Angeles

important Committee on Reorganization, that "The psychology of the child for the years from two to eight reveals common needs that indicate the necessity of the closest possible integration of the work of the nursery school, kindergarten and primary grades. In no other way can the best interests of children during these years be served." Today, thirty years later, it is good to remind ourselves of the philosophy expressed in this report. [*Ed. note:* Word has just been received that Barbara Greenwood died on November 12.]

Honors to ACEI Members

At its August meeting in Zacreb, Yugoslavia, OMEP (World Organization for Early Childhood Education) elected Hazel Gabbard as world president succeeding Bess Goodykoontz. Miss Gabbard will be guiding the program for the next two years.

National College of Education, Evanston, Illinois, is celebrating its 75th anniversary year. At the October Convocation, the honorary degree of Doctor of Humane Letters was presented to two leaders in education who have been closely associated with ACEI. They are Amy Hostler, president of Mills College of Education, New York, and Frances Mayfarth, president of Wheelock College, Boston. Miss Hostler, who has just completed a two-year term as chairman of the ACEI Teacher Education Committee, is a member of the Editorial Board and of the ACEI Advisory Committee. Frances Mayfarth served as editor of Childhood Education from 1938 to 1950. Both honorary degrees were presented as a tribute to the contributions these women have made to early childhood education.

Bibliography of Books for Children

The 1960 edition of *Bibliography of Books for Children* is now available. Revised biennially, it serves as a reliable guide to quality books for children four to twelve years of age.

The bibliography maintains a balance between the classics and the many fine titles of more recent years. Books are annotated and classified by age and subject. It is sent automatically to International members and may be purchased at $1.50 from the Association or your branch publications representative.

Field Work

The fall is often a season for a good deal of field work on the part of ACEI's Executive Board and staff. To date, Eugenia Hunter, president, has visited branches in Nashville, Tennessee, a state meeting in Florida, the Northwest Regional ACE Conference, and branches in Spokane and Seattle, Washington, Eugene and Portland, Oregon.

Two staff members have been to Pennsylvania. Dorothy Vanderburg attended a meeting of the York County ACE; Florine Harding represented the Association at a leaders' workshop in Harrisburg sponsored by the Pennsylvania ACE.

Lucile Lindberg, vice-president representing kindergarten education, spoke at the Minnesota ACE State Conference and the New York State ACE.

Mamie Heinz paid a visit to the Greensboro, North Carolina, ACE, while Mina Marie Miller, a former ACEI Fellow, visited the South King County, Washington, ACE.

In connection with her work in planning the Omaha conference, Alberta Meyer visited the Nebraska ACE, the Lincoln ACE, the University of Nebraska ACE and two Iowa branches—Council Bluffs and Waterloo.

National Committee for Children and Youth

The National Committee for Children and Youth is the successor group to the White House Conference on Children and Youth. The chairman is Mrs. Thomas Herlihy, Jr., Wilmington, Delaware. The committee, with offices in Washington, D. C., will keep a record of follow-up activities to the 1960 White House Conference and report its findings in 1965.

Committee members include five representatives each from the Council of National Organizations on Children and Youth, the National Council of State Committees for Children and Youth, the Federal Interdepartmental Committee on Children and Youth and the President's National Committee.

The Association for Childhood Education International is represented by the Executive Secretary on the Executive Committee of the Council of National Organizations.

A Correction

The September 1960 issue reported incorrectly regarding the representatives of ACEI who served as consultants in the publication of the American Library Association's *A Basic Book Collection for Elementary Grades.* ACEI was represented by Ann Hopman, Hammond, Indiana, Public Schools, and Freda Miller, Kansas City, Missouri, Public Schools.

Erna Christensen, who was credited with this service, actually represented ACEI as consultant on *Standards for School Library Programs,* published by the American Association of School Librarians.

Books for Children

Editor, HAZEL WILSON

A MYSTERY FOR MR. BASS. *By Eleanor Cameron. Illustrated by Leonard Shortall. Boston: Little, Brown & Co., 34 Beacon St., 1960. Pp. 229. $3.* More magic and adventure in another book about David and Chuck and their friends of the Mushroom Planet. The author handles suspense and character well, and her books are favorites for boys and girls who are science fiction fans. *Ages 8-12.*—H.W.

A PAIR OF RED CLOGS. *By Masako Matsuno. Illustrated by Kazue Mizamura. Cleveland: World Publishing Co., 2231 W. 110th St., 1960. Unpaged. $3.* Author and illustrator unite in making a picture book of distinction and charm. The story about how little Mako cracks her new clogs and tries to conceal it will be appreciated by children. And they will share her relief when Mako's mother finds out what has happened. Lovely soft yet cheerful illustrations done with real artistry. *Ages 5-8.*—H.W.

A B C. *By Bruno Munari. Cleveland: World Publishing Co., 2231 W. 110th St., 1960. Unpaged. $3.50.* This attractive alphabet book deserves a place among a child's first books. Pictures and letters of the alphabet are of generous size, brightly colored and beautifully uncomplicated. *Ages 3-5.*—H.W.

ANGELIQUE. *By Janice. Illustrated by Roger Duvoisin. New York: Whittlesey House, 330 W. 42d St., 1960. Pp. 32. $2.25.* The Parisian duck, Angelique, learns to get along with Coco, the black poodle, by standing up to him instead of running away. Roger Duvoisin's pictures of the sights and scenes of Paris are delightful. *Ages 4-8.*—H.W.

THE CHINESE DAUGHTER. *Written and illustrated by Eleanor Frances Lattimore. New York: William Morrow & Co., 425 4th Ave., 1960. Pp. 125. $2.50.* Ai-li, a little Chinese girl adopted by American missionaries, lives an untroubled life until she finds out that she is Chinese. Then she finds it hard to choose between Chinese and American loyalties. The story is told in simple language, and young readers will share the author's affection for life in yesterday's China. *Ages 7-10.*—H.W.

DEVIL'S HILL. *By Nan Chauncy. Illustrated by Geraldine Spence. New York: Frederick Watts, Inc., 575 Lexington Ave., 1960. Pp. 159. $2.95.* This story about a trek to the mountains in search of a lost heifer gives a vivid picture of Tasmania, a large island off the coast of Australia. It is a family as well as a regional story, and the character development is excellent. There is Badge, his sen-

Note: Order books directly from publishers.

(Continued on page 196)

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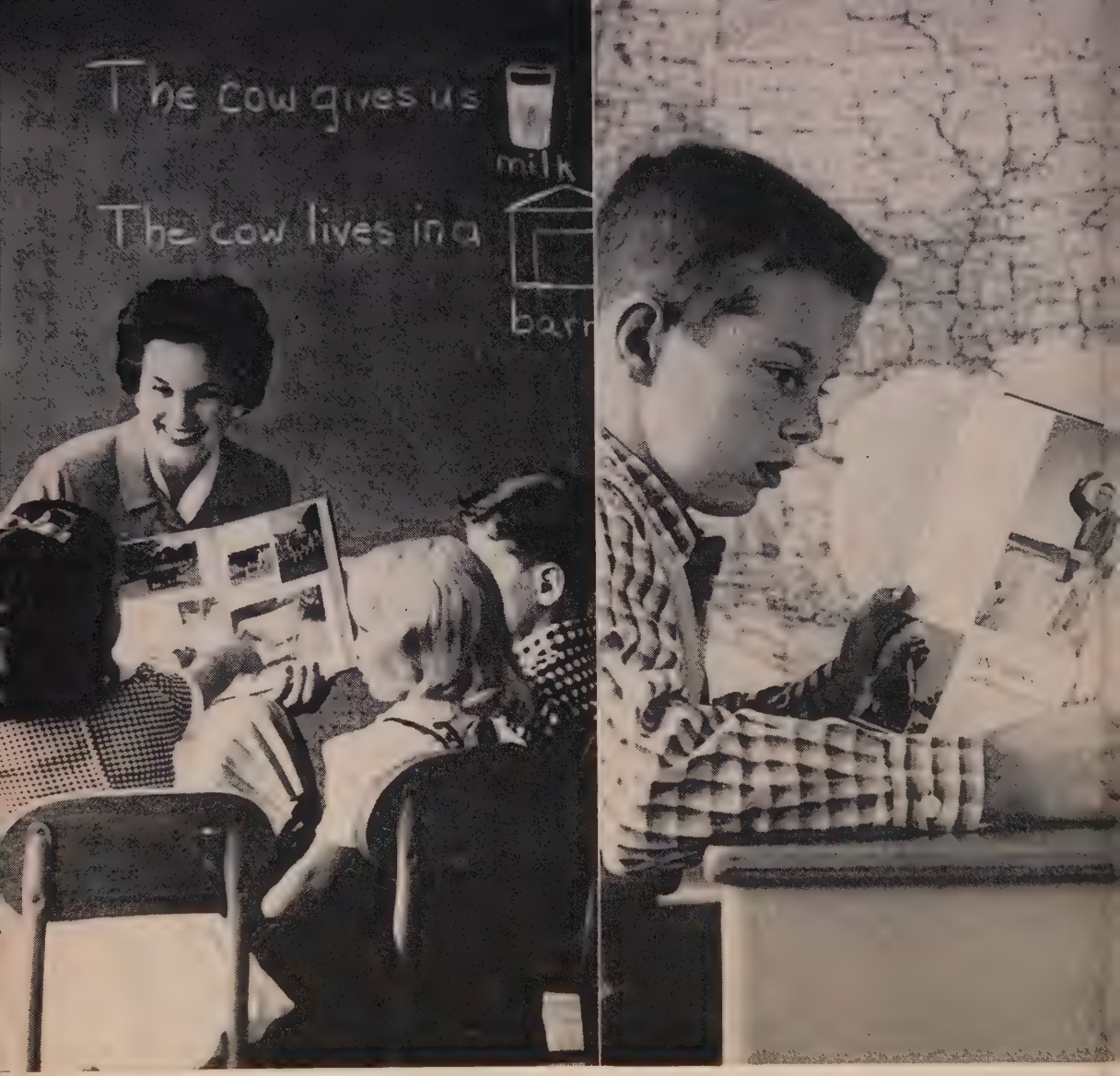

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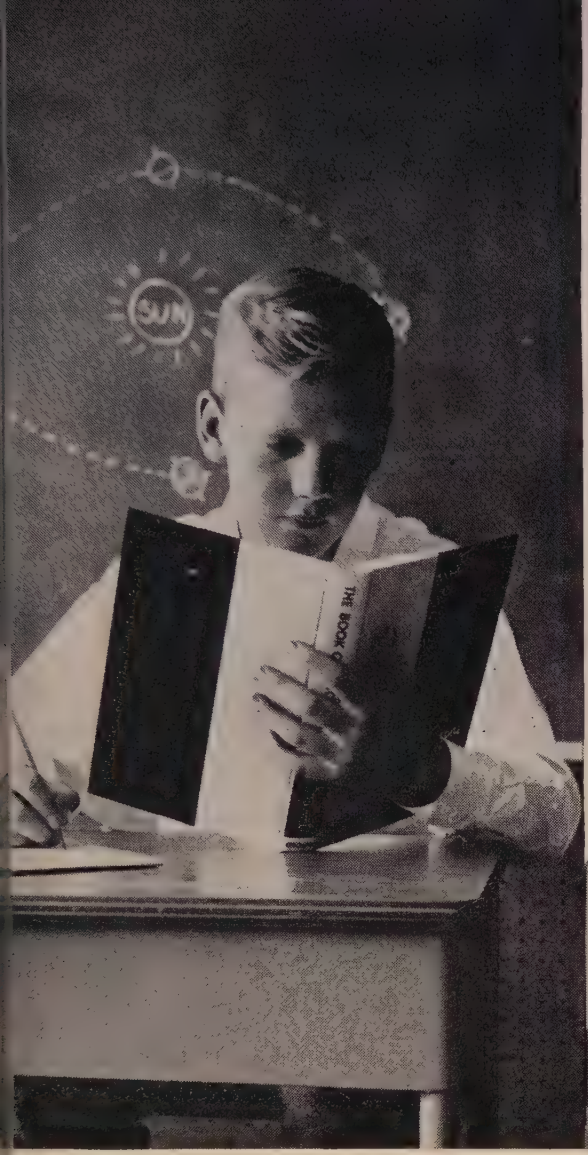

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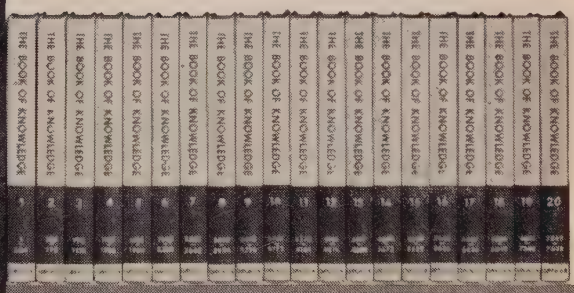

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(Continued from page 193)

sible father and mother and his visiting cousins, Sam and his two sisters. How Badge and his cousins meet the hardships of the expedition and how Sam stops being a spoiled brat and becomes Badge's pal form the theme behind the exciting events of the story. The book received an award for being the best Australian children's book of 1959. *Ages 9-12.*—H.W.

CLOSE YOUR EYES. *By Johanna Johnston. Illustrated by Dagmar Wilson. New York: Dodd, Mead & Co., 432 4th Ave., 1960. Unpaged. $3.* Cheerful advice in verse about how to pretend to "see what you want to see" with your eyes closed. The gay and attractive illustrations will appeal to the picture-book *ages of 3-6.*—H.W.

DON TIBURCIO'S SECRET. *By Jeanne Loisy. Translated by James Kirkup. Illustrated by Francoise Estachy. New York: Pantheon Books, 333 6th Ave., 1960. Pp. 141. $3.* A prize winner in France, this book was translated into English and published in London. It is now available in an American edition. The mystery concerning a blue parrot and an old castle; a poor schoolmaster who proves to be a nobleman; and Pepe, the gypsy boy, who becomes interested in books in spite of his love of a roving, carefree life—all these add up to make an entertaining story. The author captures the scene and the people of a Spanish town most succesfully. Pepe, the narrator, is an especially likeable character. The story is well spiced with humor and the style of writing above the ordinary. *Ages 8-12.*—H.W.

THE FIRE CAT. *Story and pictures by Esther Averill. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 63. $1.95.* The author-illustrator's books about the cat, Jenny, have long been popular with young children. Now she has a cat hero, Pickles, who is bound to be another favorite cat. Pickles is not really a bad cat. He chases little cats just for the fun of it. How he becomes a heroic fire cat instead of becoming a cat delinquent makes a pleasant story which the children from first grade up can read for themselves. A book for a *six-year-old* to read aloud to a younger brother or sister.—H.W.

GOOD OLD ARCHIBALD. *By Ethelyn M. Parkinson. Illustrated by Mary Stevens. New York: Abingdon Press, 150 5th Ave., 1960. Pp. 160. $3.* Archibald is a new boy in town, and the boys in his grade in school think him too much of a sissy to play baseball with them. They shun his company. But Archibald persists in cultivating the Conways, one of the jolliest families to be found in recent juvenile fiction. His classmate, the Conway boy, tries to "shake" him in vain, first tolerates and finally accepts him as a friend. And the time comes when the new boy is "good old Archibald" to the gang. Good character development and very funny dialogue. It has the real-boy spirit. *Ages 8-12.*—H.W.

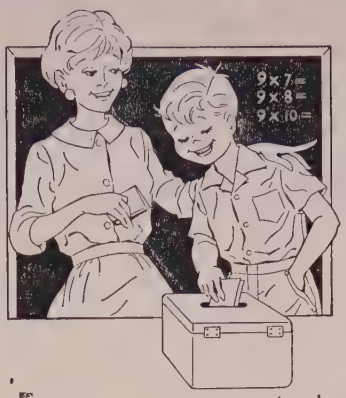
THE HAPPY DAYS. *By Kim Yong Ik. Illustrated by Artur Marokvia. Boston: Little, Brown & Co., 34 Beacon St., 1960. Pp. 216. $3.50.* After the death of his mother, Sang Chun goes to live in the town of Tong Yong, a Korean seaport. In his grandparents' house he makes friends with his cousin Koo. Sang Chun remembers that his mother believed it would be happy days for him when he could go to school. Doree, the barber, teaches boys in the evening, for there is no school. The struggle to establish a school is the plot of the story, with Sang Chun and Koo making the greatest efforts. In their zeal, they occasionally make mistakes about what is right and wrong; but it is boyish mischief, not real wrongdoing. There is a wholeness to this picture of life in Korea. There is sorrow as well as humor; and the characters show dignity in poverty, kindness and a willingness to work together. A well-written, sympathetic story of a faraway land whose people are basically similar to us. *Ages 10 and up.* —H.W.

I RODE A BLACK HORSE FAR AWAY. *By Ivy O. Eastwick. Illustrated by Robert A. Jones. New York: Abingdon Press, 150 5th Ave., 1960. Pp. 63. $2.* There is a singing quality to this little book of verse, whether the author writes of horses, weather, Halloween or makes a counting rhyme. Each page has its illustration in blue, green or gray. A child might read these skillful yet simple poems and be inspired to make up poems himself. This is a delightful book for a child to own. *Ages 3-10.*—H.W.

IN MY GARDEN. *By Charlotte Zolotow.* Illustrated by Roger Duvoisin. New York: *Lothrop, Lee & Shepard Co., 419 4th Ave., 1960. Unpaged. $2.75.* Youngsters will enjoy identifying themselves with the little girl who loves her garden in every season of the year. The simple, rhythmic prose is beautifully illustrated in gay colors. *Ages 4-8.* —H.W.

LITTLE BEAR'S FRIEND. *By Else Holmelund Minarik. Illustrated by Maurice Sendak. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 62. $1.95.* Another book about Little Bear which is up to the high standard of the other two about him. Little Bear's new friend is a little girl named Emily. He mends her broken doll, goes to Owl's party with her, and learns how to write her a letter. Maurice Sendak's illustrations are a happy interpretation of one of the best of the *I Can Read* books. *Ages 4-8.*—H.W.

LONELY MARIA. *By Elizabeth Coatsworth. Illustrated by Evaline Ness. New York: Pantheon Books, Inc., 333 6th Ave., 1960. Unpaged. $3.25.* In her distinctive style



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the author tells a slight but satisfying story about a little West Indian girl who learns to use her imagination to overcome loneliness. The numerous illustrations help give the story a nice feeling of place—the seashore, the white coral house thatched with palm leaves, etc. This little book is expensive for its size but one to be treasured. It is a read-aloud book for the *fours and fives,* but most *six-to eight-year-olds* can read it by themselves.—H.W.

THE SECRET LANGUAGE. *By Ursula Nordstrom. Pictures by Mary Chalmers. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 167. $2.75.* Since the long-ago days of *What Katy Did at School* and doubtless before that time, girls have enjoyed boarding school stories. This one is a realistic story of Victoria's sometimes painful adjustment to boarding school. The world of school with its sympathetic and non-sympathetic teachers, the intense likes and dislikes of the girls for each other and for their teachers, the pranks, the midnight feast—they are all here, just as they might be in a real boarding school. The vocabulary is simple enough for a good reader of *eight or nine,* but girls a few years older will also enjoy the story. The book is attractively illustrated.—H.W.

THREE-DOLLAR MULE. *By Clyde Robert Bulla. Illustrated by Paul Lantz. New York: Thomas Y. Crowell Co., 432 Park Ave., 1960. Pp. 86. $2.50.* Don longs for a certain thoroughbred horse, not a mule, yet he unexpectedly finds himself the owner of a particularly ugly specimen of mule. But the mule, Sinbad, is a mule of character, both good and bad, and proves in the end to be a friend in need. Though a short, simple tale, the book has a good plot and is often amusing. It is well illustrated. *Ages 7-10.*—H.W.

WHERE'S PRANCER? *Story and pictures by Syd Hoff. New York: Harper & Bros., 49 E. 33d St., 1960. Unpaged. $1.95.* Why shouldn't one of Santa's reindeer be curious about how people look on Christmas Day? Syd Hoff tells in simple prose and bright pictures about the reindeer who does not return to the North Pole with Santa on Christmas Eve. The *preschool* and the *kindergarten* set will like this one, although the story is slight.—H.W.

THE TOMAHAWK FAMILY. *By Natalie Savage Carlson. Pictures by Stephen Cook. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 170. $2.75.* "In the moon when the leaves of the schoolbooks begin to turn" is the season for the beginning of a story about a modern Sioux Indian family. Alice Tomahawk is eight, loves school and wants to be a good American. But Frankie, two years older, sometimes wishes he lived in the days when the Sioux were brave warriors gallop-

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ing across the plains. Yet he is not like his old grandfather, who always clings to old Indian ways. The characterization of Grandma is humorous yet sympathetic. The way the conflict between old and new ways is solved is funny and believable. Old Mrs. Tomahawk at a PTA meeting is both comic and dignified. It engagingly presents the concept that much of old Indian ways is worthy of preserving while there is the necessity of adopting new ways. Large print, simple language, above average in style. *Ages 7-11.*—H.W.

Science

ROCKS AND THE WORLD AROUND YOU. *By Elizabeth Clemons. Illustrated by Robert Gartland. New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 109. $3.50.* This book with its clear accurate illustrations will serve as an excellent guide for the young child interested in collecting and identifying common rocks and minerals. Basic concepts of hardness, color-streak, crystal formation, cleavage, fracture, luster and specific gravity are all carefully intro-

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duced and developed. *Ages 10 and up.—Reviewed by* ALPHORETTA FISH, *Instructor, College of Education, University of Maryland, University Park, Md.*

HANDBOOK FOR SPACE TRAVELERS. *By Walter B. Hendrickson, Jr. Illustrated by Jack Russell. Indianapolis: Bobbs-Merrill Co., Inc., 1720 E. 38th St., 1959. Pp. 256. $3.95.* This informative text provides the reader with a comprehensive understanding of space travel and exploration. Explanations are clear and concise. Comprehension is enhanced by the organization of the contents and by the care with which the ideas are introduced and treated. The rocket, its payload, re-entry, radio astronomy, the history of rockets and satellites, choice of rocket launching sites and the future of rocketry are but a few of the topics covered. *Ages 10 and up.*—A.F.

THE WONDERFUL STORY OF YOU. *By Benjamin G. Gruenberg and Sidonie M. Gruenberg. Drawings by Lee Ames, New York: Doubleday & Co., Inc., 575 Madison Ave., 1960. Pp. 182. $2.95* This carefully organized, scientific explanation of human development reflects sensitivity to and understanding of the psychological need of the adolescent to understand himself. The dynamic relationships which exist between bodily function and personality are skillfully treated. *Ages 12 and up.. Also parents and teachers.*—A.F.

ALBERT EINSTEIN. CITIZEN OF THE WORLD. *By William Wise. Illustrated by Simon Jeruchim. New York: Farrar, Straus and Cudahy, 101 5th Ave., 1960. Pp. 181. $2.95.* This review of the life of Einstein reveals that the life he lived both as scientist and world citizen reflects his philosophy: "Only a life lived for others is a life worthwhile." *Ages 10 and up.*—A.F.

FIND A CAREER IN MEDICINE. *By Robert S. Starrett. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 160. $2.75.* This is an unbiased, thought-provoking account of the education and training required to qualify for a position in the medical profession. The reader is apprised of the progress of medicine over the years and of opportunities available in fields related to medicine. This informative, highly readable text should not be limited to those thinking about a career in medicine. *Ages 11 and up.*—A.F.

THE ROCKET'S RED GLARE. THE CHALLENGE OF OUTER SPACE. *By Mortimer W. Lawrence. Illustrated with photographs. New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 121. $2.75.* This authoritative account of man's scientific and engineering advances in the conquest of space tells of: recent experimentation involving animals sent aloft, information telemetered to earth from satellites, selection and training of astronauts, and the first American space flight. Several activities are suggested which serve to enhance the reader's understanding of the more abstract ideas. *Ages 10 and up.*—A.F.

THE WONDER OF LIGHT. *By Hy Ruchlis. Illustrated with photographs and drawings. Drawings by Alice Hirch. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 154. $2.95.* Concept of illumination, color, light waves, light energy, optics, visible light, invisible light, reflection and refraction are carefully developed in this well-written text. The discussion is supplemented by excellent illustrations. Several thought problems are included and serve to challenge the reader to apply the understandings developed by the author. *Ages 10 and up.*—A.F.

ALEXANDER VON HUMBOLDT. *By M. Z. Thomas. Translated by Elizabeth Brommer. Illustrated by Ulrik Schramm. New York: Pantheon Books, 333 6th Ave., 1960. Pp. 192. $3.50.* This exciting story of Alexander von Humboldt, German-born naturalist and explorer whose expeditions led him to South America, Mexico and Russia, is well written and filled with adventure.—A.F.

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Books for Adults

Editor, JAMES A. SMITH

MODERN ELEMENTARY CURRICULUM (Revised Edition). *By William B. Ragan. New York 17: Henry Holt & Co., Inc., 383 Madison Ave., 1960. Pp. 505. $6.* Many significant changes which have taken place in the elementary school curriculum have brought about this excellent revision. The author feels the elementary school must be concerned with teaching-learning, needs of children, and demands made upon them in a post-Sputnik age. Consequently he has updated his material and added chapters on new developments. The new approach and its history of usefulness to elementary educators should meet the needs of those seeking to help today's child. It contains a photo-comment as part of the illustrative material; it considers such broad topics as curriculum organization, curriculum areas, evaluation, the past and the outlook for education. This should be a welcome addition to

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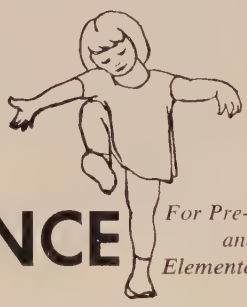

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the bookshelf of any educator.—*Reviewed by* Georgia Rogers, *Elementary Supervisor, Oklahoma City Public Schools, Okla.*

THE DISTURBED CHILD. *By Pearl H. Berkowitz and Esther P. Rothman. New York: New York University Press, 1960. Pp. 198. $4.* This book, which appears to have been put together from material gathered from a research study, does a brief but relatively clear job of describing deviate child behavior and citing the need for teachers to be sensitive to a variety of symptoms.

Case materials are utilized to concisely illustrate the behavioral descriptions. Examples of maladajustive behavior are explored at greater length. The basic format is to generalize and then proceed to specifics through the use of case materials.

"Projection Through Verbal Expression" and "The Creative Arts" are chapters which provide meaningful descriptions of how insights into child behavior can be gained by the teacher through these media.

There appears to be an overemphasis on symptoms and an underemphasis on causation; most of the behavior descriptions and anecdotes are extremely deviate in nature. While it is true that the authors are dealing with "disturbed children," it would seem that a few more illustrations of the same behavior traits in less deviate form could illustrate that emotional disturbance is a matter of degree rather than simply a difference in kind. The lack of a consistent theoretical frame of reference to explain the etiology of behavioral symptoms tends to leave the reader in the state of feeling that he has seen a series of disconnected vignettes rather than a play with the acts and scenes tied together by a central theme. There is little to lead the reader to a conclusion which has been developed through the integration of ideas or research.—*Reviewed by* W. J. Dipboye, *Associate Professor of Education, Syracuse University, New York.*

TROPICAL CHILDHOOD: CULTURAL TRANSMISSION AND LEARNING IN A RURAL PUERTO RICAN VILLAGE. *By David Lundy. Chapel Hill: University of North Carolina Press, 1959. Pp. 291. $6.* With the increasing migration of Puerto Ricans to the United States, this timely anthropological study helps us understand the type of culture from which some Puerto Ricans come. This book is an extensive field study of the family patterns and child-rearing practices of the people living in a rural Puerto Rican village, most of whom are caneworkers. It is concerned with one major problem—the socialization process of the child.

The design of the study is fully explained and followed by a detailed description of the culture and society in the village. The results of the study are reported on marriage and the family, bringing up the child, coming of age and child training.

The study is given special significance when child training in the village is compared to child training in a New England village of comparable size. One concise chapter sums up the findings. Major areas of research in the socialization process such as aggression, dependency, ego development, discipline, obedience, sex roles and identification are reported.

The author has accomplished a scholarly piece of work, making it fascinating reading. The book makes a contribution to our educational literature comparable to the work of Davis, Hollingshead, Whiting, Levin, et al. Findings are well presented in charts and tables, and the book is documented with adequate references and footnotes.—J. A. S.

SPINSTER. *By Sylvia Ashton-Warner. New York: Simon & Schuster, Rockefeller Center, 630 5th Ave., 1959. Pp. 242. $3.75.* Every once in a while a novel is written which captures the grandeur and spirit of the great art of the devoted and dedicated teacher. This is such a novel. Not since *Goodbye, Mr. Chips* or *Three Cheers for Miss Bishop* has there been a story so full of the color of life or the rhythm of childhood.

Spinster is the story of Anna Vorontov, head teacher of the infant room in a New Zealand school. Her classroom is a strange and wonderful place. Its occupants are a great mixture of white, Maori and half-breed children with the exotic names of Tame, Rete, Tonga, Seven, Henewaka and Little Brother.

Because Anna is a creative teacher, she dares to break through the rigid standard curriculum prescribed by the British for such schools and, in so doing, discovers the key to teaching these children to read.

Spinster is a story of courage and inspiration. It is written with creative beauty and gentle charm. Put it on your reading list for the first wintry night, curl up with it in your favorite chair, and enjoy its wonderful story and poetic style.—J. A. S.

GUIDING TODAY'S CHILDREN. *By Division of Research and Guidance, Los Angeles County Schools, Los Angeles: California Test Bureau, 1959. Pp. 295. No price given.* Written through the cooperative efforts of teachers, guidance and curriculum workers, administrators and parents, this book was designed as a source of practical help to all those concerned with providing an educational program and adequate guidance for each child in the elementary schools. It stresses the role of the teacher in the day-to-day guidance of children and emphasizes the fact that he is the key member of the school team. "Studying and Understanding Children" discusses the three essentials involved in such an undertaking. It is replete with anecdotal records. "Understanding and Planning for Children with Special Needs" deals with all the types of atypical children in our public schools. "The School Staff Work Together for Children" shows how the team approach insures sound long-range planning for the best interests of children. This section is concerned with the wise use of records, testing, grouping and evaluation.

Included are an excellent bibliography and an appendix with samples of records used. This book should be useful to teachers and administrators who believe that guidance is an integral part of all education.—*Reviewed by* VIVIEN V. HAYNES, *Elementary Supervisor, Oklahoma City Public Schools, Okla.*

THE CHANGING AMERICAN PARENT. *By Daniel R. Miller and Guy E. Swanson. New York: John Wiley & Sons, Inc., 440 4th Ave., 1958. Pp. 295. $6.50.* This book does not give advice to parents; it reports what they do. The authors, using the tools of personality, psychology and sociology, draw a unified picture of current trends in child rearing. Based on a representative sample of almost 600 children, the book shows that a new style of child training is evolving in Detroit. It is suggested that we may expect this change in child-rearing methods to appear generally among families throughout the United States.

The parents chosen under the study represent all of the parents in a metropolitan area. Problems of child training, old and new, child training in an entrepreneurial and bureaucratic society are presented. Too, the effect of religious affiliation on the care of children is outlined. Detailed tables and statistical procedures are found in the appendices.

Parents, teachers, students of personality and practitioners dealing with children and family relations should find this carefully researched report of special interest. In a real sense, each generation has come to a new world and has lived to see most of it outmoded. Child training is always a problem because it usually occurs under changing conditions.—*Reviewed by* HELEN BUDERKIN, *Assistant Professor of Education, State University of New York, College of Education, Fredonia.*

THE STUDENT TEACHER IN THE ELEMENTARY SCHOOL. *By John U. Michaelis and Enoch Dumas. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960. Pp. 388. $6.* Supervisors and student teachers will find this second edition of *The Student Teacher in the Elementary School* a complete volume of basic information essential to a performance of quality teaching in the modern elementary school. The authors' organization of student teacher needs with related photographs and illustrations provides a manual

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type of reference valuable to prospective teachers for immediate problem-solving.

This thorough revision of the 1953 edition by Michaelis and the late Paul R. Grim includes every facet of student teaching at the elementary level. Its outstanding features will prove valuable to those training to guide our youth; i.e., helping exceptional children, planning for teaching, providing for independent work, planning units of study, using group processes and evaluation of children's learning. Community resources and audio-visual materials are combined in one chapter. Instructions for making audio-visual materials are detailed.

The neophyte seeking a way to the mastery of fundamental teaching skills will find enlightenment through the authors and the following contributors: Rosalie V. Zari, Robert W. Richey, Al Tudyman, Katharyn Hole and Wilbur H. Dutton.—*Reviewed by* ANNABELLE QUATARO, *Assistant Professor of Education, State University of New York, College of Education, Fredonia.*

FOCUS ON VALUES IN ELEMENTARY EDUCATION. *By Laura Zirbes. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 238. $4.50.* Those who know Laura Zirbes will enjoy the visit with her that this, her latest book, affords. Those who do not know her will have the opportunity to experience her at the peak of her form in bringing teaching in all of its complexity down to a concrete level.

This book really gets down to cases—cases drawn from the long, experienced packed years of a teacher of all ages and kinds of people. The "teaching method" she uses is based on convictions that operating values have their origins in reality and can be identified, understood and modified only when we are in close touch with reality. Consequently, she takes us into real classrooms and schools. Through a process of underlining, questioning, commenting and inferring, she brings alive values that are often abstractions, more likely to be verbalized than practiced.

Focus on Values will be welcomed by those seeking to answer current critics of schools, by teachers of children and of teachers, but especially by preservice teachers seeking to understand "what it all means" in practice.—*Reviewed by* EVELYN WENZEL, *Assistant Professor of Education, University of Florida, Gainesville.*

Bulletins and *Pamphlets*

Editor, J. CHARLES JONES

CONTEMPORARY ISSUES IN AMERICAN EDUCATION. *By Educational Policies Commission. Washington, D. C.: The Commission, National Education Association, 1201 16th St., N.W., 1960. Pp. 27. 35¢.* As stated in the opening paragraphs, the purpose of this publication is to "identify the unique characteristics of elementary education and to illustrate their bearing on current practices and proposed changes." Sections dealing with the importance of the elementary school and the realities of learning are briefly and clearly stated and provide excellent material for discussion.

The short statement on "Learning Is Many-Sided in Results" could well serve as the basis for the analysis of many classroom incidents and help educators recognize the importance of the concomitant learnings which are part of all instruction.

The section on "Introduction to Reading" is certain to raise questions because it seems to recommend, or at least attempt to justify, teaching reading in the kindergarten. This is inconsistent with the Commission's statement on pressures and with the reading research cited as a basis for the bulletin. Appearing to have been written to reconcile opposing fields of thought, this statement on reading succeeds only in stating the opposing viewpoints. Learning to read cannot become a goal of the kindergarten without subjecting the vast majority of the children to failure. Neither pressure nor sugar-coated manipulation will hasten physical maturation. However, this section recommends that reading be taught *if* it is a goal of the kindergarten and *also* that the children be spared frustration. Kindergarten teachers are an able and devoted group, but they cannot be expected to perform both functions.

The goals of the kindergarten should be established on the basis of sound knowledge of the physical, emotional and intellectual development of young children. Goals should not be established to meet the unrealistic and ill-founded aspirations of any group which seeks to deny children the rights and privileges of childhood.

The statement on "Foreign Languages" is sound in that it points to the need for adequate support and continuity for the program. The problem of selecting the language to be taught and the importance of motivation are well set forth. However, selecting children for the foreign language program "on the basis of their progress in other areas" is open to serious question. Modern instruction in foreign language is based on the audio-lingual method. Success depends upon accuracy of hearing and ability to imitate the sounds heard. "Progress in other areas" could mean the efficient utilization of visual skills, the ability to get meaning from the written word; or it could mean the ability to do arithmetic problems accurately. Present information would indicate that ability in these fields does not predicate an ability to learn a foreign language. In fact, one of the valid reasons for introducing a foreign language in the elementary school is that it may open an avenue for success for children who are not adept in the subjects in which instruction is based on the ability to visualize. Interest and motivation are better criteria for selecting children for foreign language instruction than is "progress in other areas."

The section on "Facilities" describes an adequate and modern school plant. However, the final paragraph on improving the utilization of school facilities is puzzling. The concluding statement follows: "Persons who can afford good schools are not likely to tolerate such conditions"; e.g., children attending school in two or three shifts or building large schools which require the children to go greater distances to reach the schools. Does the word "persons" refer to a local community, a school district, the state or the national government? Somewhere along this continuum are "the persons" who *can* afford a modern, well-equipped school building and a full day's education for every child in this country. No one who believes in the importance of education is willing to settle for less.

The greatest value of this bulletin is that it describes some of the contemporary issues in elementary education in terms which will help educators and other responsible citizens analyze them and formulate their own policies. —*Reviewed by* AFTON DILL NANCE, *Consultant, Bureau of Elementary Education, State Department of Education, Sacramento, Calif.*

VALUES IN EARLY CHILDHOOD EDUCATION. *By Elizabeth Mechem Fuller. Washington 6, D.C.: Department of Kindergarten-Primary Education, NEA, 1201 16th St., N.W., 1960. Pp. 72. 60¢.* Frequently one is faced with the defense of expenditures and energies for early childhood education. Many who have worked in the field have been able, in a general way, to defend this kind of program. The basic service of this well-done bulletin, however, is that it gives a series of research reports from all areas which not only defend but indicate the vital necessity and value of early childhood education.

The author has presented research collections on values, the relationship between early childhood education and later school achievement, later adjustment in school, social adjustment, general intelligence and other influences attendant to early childhood education.

This bulletin is "must" reading for all people teaching in the field and certainly for all administrators dealing with the creation of total educational programs. The bibliography is extensive, the format precise and clear.—*Reviewed by* MAURIE HILLSON, *Associate Professor of Education, Bucknell University, Lewisburg, Pa.* *(Continued on next page)*

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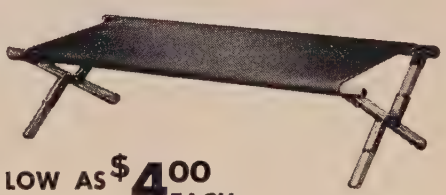

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HOW TO HELP YOUR CHILD LEARN. *By Beatrice M. Gudridge. Washington 6, D.C.: Department of Elementary School Principals, NEA, 1201 16th St., N.W., 1960. Pp. 40. 50¢.* Subtitled "A Handbook for Parents of Children in Kindergarten Through Grade 6," this well-done bulletin gives chapter-by-chapter coverage of all of the elementary grade learning areas. At the end of each chapter there are lists of simple, concrete things parents can do to help the child in each specific area. The suggestions seem worthy and certainly are in keeping with the idea that schooling and education should not stop when the child leaves the school building.

The author approaches the areas of the elementary grades with sensitivity and gives a rather comprehensive view in a succinct manner. The parent reader should gain much greater insight into the totality of the elementary school experience. Both content and method of elementary education are discussed. In particular the chapter on social studies is quite good. The author indicates that social studies acquaints the child with the world and its people and that through social studies he will get a feeling of belonging and responsibility. To the parent the indication is made that this is a two-way street, and that as "the measles of the child down the street spread . . . so do his hates, fears, ignorance . . . and prejudice."

This document would be a "natural" for widespread distribution to public school patrons in an orientation program aimed at better understanding. It could certainly serve to stimulate parent-teacher discussion groups and other activities.—M. H.

UNDERSTANDING TESTING. *Purposes and Interpretations for Pupil Development. Edited by Kenneth F. McLaughlin, Washington, D.C.: U.S. Government Printing Office, 1960. Pp. 24. 25c.* This important pamphlet, written by nine leading Office of Education testing and guidance specialists, is designed "to present essential facts on testing for parents and other interested citizens." It will also prove helpful in orienting the busy teacher or administrator.

There are brief sections on basic facts about tests, types of tests available, test uses, how tests fit into the cumulative record, testing in the guidance program, and the administration of the testing program. Especially helpful is a glossary which lucidly describes testing terms often misunderstood. It emphasizes that tests are only a tool and not an end in themselves. We would do well to keep this in mind.

However, this pamphlet may not be successful in giving testing information to the layman. In spite of many merits, it suffers from dullness of appearance and writing style. Nevertheless, it adds clarity to a too frequently misunderstood topic.—*Reviewed by* ALLEN E. IVEY, *Director, Bucknell University Counseling Service, Lewisburg, Pa.*

MATTER, ENERGY AND CHANGE. *By Manufacturing Chemists' Association, Inc. Washington 9, D. C.: The Association, 1825 Connecticut Ave., N.W., 1960. Pp. 50. 50c.* This booklet contains explorations in chemistry for elementary school children. There are six chapters concerned with experiments for children in kindergarten through grade three: Materials All Around Us, Changes All Around Us, Water, Air, Plants and The Candle. Another six chapters are explorations for grades four to six: The

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Nature of Matter, Chemical Reactions, Electricity and Matter, Chemical Tests, Crystals and Photography. The many "open-end" experiments suggested in each chapter are interesting, exciting and meaningful. They challenge the children to discover for themselves the thrills that can be theirs in science. The experiments are designed to help children understand the important ideas about each of the twelve main topics.

A glossary of chemical terms, a simplified Periodic Table, and a bibliography of books about chemistry for teachers and children are in the appendix. It is an excellent booklet and should prove helpful to elementary teachers in their science teaching.—*Reviewed by* LESTER KIEFT, *Chairman of Chemistry Department, Bucknell University, Lewisburg, Pa.*

CREATIVE PARENT-TEACHER CONFERENCES. *By Elliott D. Landau. Salt Lake City 11: Utah Education Association, 312 E. South Temple, 1960. Pp. 37. 50¢.* An educator once observed that parents who demand a detailed pedigree of the dog they purchase are willing, in fact insistent, that a teacher sum up the complex of ability, personality and motives which go into their child's academic achievement by a single letter grade on a report card.

This excellent bulletin is organized around a series of questions and suggestions for parent-teacher discussion groups. It should prove highly useful to those teachers, parents and administrators who see reporting on pupil progress as an opportunity for two-way communication and as a means of helping the child rather than, as is too often the case, separating him from his family.—J.C.J.

EMOTIONAL ASPECTS OF SCHOOL DESEGREGATION. *New York 10: Publications Office, Group for the Advancement of Psychiatry, 104 E. 25th St., 1960. Pp. 48. 50¢.* This report is a condensed and less technical revision of a more comprehensive study first published in 1957. The psychiatrists who prepared this booklet, while recognizing that desegregation is a legal, social, economic and moral problem, have considered primarily its psychological and emotional aspects. The emotional bases of prejudice and the complex forces involved in attitude changes are considered at length.

Other points covered are the adverse effects of segregation on the entire population; the resulting feelings of inferiority, humiliation and hostility; and the misdirection of human energies. Essential reading for public officials, educators and thoughtful citizens!—J.C.J.

BRIEF ENCOUNTERS IN FAMILY LIVING. *By Jean Schick Grossman. New York 19: Play Schools Association, Inc., 41 W. 57th St., 1959. Pp. 67. 75¢.* This should prove a boon to any discussion leader seeking an "ice-breaker" for parent groups. By providing a series of life stories centering around such everyday problems as sibling rivalry, TV viewing and preparation for hospitalization, it provides a basis for discussions which avoid the feelings of embarrassment or guilt encountered when personal problems are discussed.

While she avoids pat prescriptions, the author does offer guides toward solutions which will be appropriate for individual families. Parents will be both reassured and informed by Mrs. Grossman's discussions of common family concern and her suggestions for coping with them.—J.C.J.

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Over the Editor's Desk

Dear Readers:

We at the Center are again privileged to get closer to our Australian friends, as we were when Jean Adamson was ACEI's International Fellow. This year Laura Hooper, former Editorial Board chairman and ACEI vice-president, is at the Center as program coordinator. She has recently returned after two years of teaching at the Melbourne and Brisbane Kindergarten Colleges and lecturing in New Zealand.

Laura Hooper has contributed the poem on page 155 which accompanies the Australian aborigines tribal picture. When I heard the verse last summer, I knew what would be the basis for the Christmas issue frontispiece and the Association Christmas card. Wilma Klimke, of Montello, Wisconsin, for the fourth time is our Christmas artist and depicts the legend which brings to mind the Christmas story.

We are further indebted to Laura Hooper for this description of her "Memories of a Christmas Under Southern Skies."

Memories of a Christmas Under Southern Skies

By LAURA HOOPER

WITH STARS OF THE SOUTHERN CROSS SHINing down on the earth from a summer sky, my Christmas in Australia began on Christmas Eve with a visit to Saint Paul's Cathedral . . . where the angelic voices of a boy's choir lifted one above the mundane cares of everyday living and the service participated in by Jew and Gentile, priest and layman from all creeds and denominations, from every walk of life brought one a little closer to the real meaning of peace on earth, good will to all men.

Then wandering home along a city street lighted by lanterns in beautiful soft colors which gave one an old-world feeling . . . stopping in awe before a giant Christmas tree which had been trimmed by the combined efforts of young people of all denominations to cheer the Christmas shoppers on their way and to call their attention to the enclosure beneath the tree into which they might drop gifts for underprivileged children.

Again the voices of children and this time from the balcony of a great department store which looked down upon a street . . . a street where the rays of the century-old stars of Christmas mingled with the ever-new rays of the lights of man's creation to add their luster to the beauty of this special evening and to give color to the rhythm of sound and movement of a Summer Christmas Eve on an ageless continent.

And Christmas Day in an Australian home where warmth and friendliness radiated to every nook and corner and to every person gathered there. Flowers from the garden decorated tables and mantels, but in the evening a glowing fire brought one a bit nearer to a Northern Christmas. Church services, gifts for everyone, gifts for the American visitor who through all the years would have poignant memories, a dinner—Oh, no!—a High Tea of Christmas goodies, singing, and friendly conversation . . . all through a day that radiated the old but always new joy of Christmas, a Christmas that has journeyed with me and will continue on through all the days and months of the years, for "Christmas is Always."

May you all radiate "the old but always new joy of Christmas," too!

Sincerely,

Margaret Rasmussen

NEXT MONTH

A new year and a new calendar will confront you when you read the January issue with its new approach to "Children Work with Ideas." We hope you will use this issue extensively, for children *have* big ideas and they should be challenged to work with them.

David H. Russell, University of California, states in the editorial that we want children to know facts, to understand important concepts and to use them in solving problems, criticizing shady proposals and creating originals. Despite newspaper editorials and admirals to the contrary, we cannot see the school concerned exclusively with children's mental development. The time has come to wage a new battle for curricula that stimulates children's all-round development. Mr. Russell describes five types of thinking which research can identify and which even young children can be expected to do in language arts, in quantitative understandings, in social interaction and in ever-widening impacts of science on our lives.

"Teachers' ideas count, too," says Alexander Frazier, The Ohio State University, Columbus. One of the major needs is to venture out and become conscious of all there is to be learned at firsthand. You will approve his program of study—in-service, personal study; summer work; activities through professional associations such as ACEI; and, of course, the journeys farther afield afforded by travel throughout the world. How else can we answer children's questions and guide them on a journey of understanding of today's world?

Lucy Nulton, P. K. Yonge School, Gainesville, Florida, and Lena Rexinger, Arkansas Polytechnic College, Russellville, are a team who give depth to children's ideas which can be gained *by listening to children.* How are ideas screened? How do we help children with valid generalizations? How do children's ideas come to the surface?

"What Do We Do with Children's Ideas?" This is a good question and it is explored by Blanche Kent Verbeck, formerly of Otterbein College, Westerville, Ohio, and The University School, The Ohio State University, Columbus. How can we help children with the process of discovery?

Louise K. Travato, Mount Kisco Public Schools, New York, describes classroom examples of mathematical concepts.

"Concerns for Children Are World Wide," "1960 White House Conference on Children and Youth," news and reviews are also between the covers of the January issue.

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Introduction: HAROLD SPEARS, Superintendent of Schools, San Francisco, Calif.
Do We Push Children? ALICE V. KELIHER, State Teachers College, Jersey City, N. J.
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Pressures To Start Formal Instruction Early: HELEN HEFFERNAN, State Department of Education, Sacramento, Calif.
What Does Ability Grouping Do to the Self-Concept? MAXINE MANN, State University of Iowa, Iowa City
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